

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

If our imagination is strong enough to accept the vision of ourselves as parts inseparable from the rest, and to extend our final interest beyond the boundary of our skins, it justifies even the sacrifice of our lives for ends outside of ourselves. The motive to be sure is the common wants and ideals that we find in man. Philosophy does not furnish motives, but it shows men that they are not fools for doing what they already want to do. It opens to the forlorn hopes on which we throw ourselves away, the vista of the farthest stretch of human thought, the chord of a harmony that breathes from the unknown.

---JUSTICE HOLMES.

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Labor Day---1928

By FRANK MORRISON

Secretary, American Federation of Labor

National holidays in America call attention to specific instances in history. Labor Day is an exception to this rule.

The first Monday in September is not intended to remind us of one particular advance by wage workers, but rather to attract us to their problems, their triumphs and their wrongs.

Labor Day is a milestone that marks the progress from serfdom to human dignity and worth.

Labor Day is an American institution. It was suggested by Peter J. McGuire, union carpenter, in 1882. It was adopted by the American Federation of Labor in 1884, and has been declared a holiday by Congress and by state legislatures.

European workers copied the idea, which they express in different form through their May Day political agitations and demonstrations.

INJUNCTIONS AND MECHANIZATION

Our unions were born of the necessities of wage workers. The nation-wide scope of this voluntary army of millions of working men and women is proof that there are deep-seated causes for their unity.

Two questions of major interest to trade unionists this Labor Day are the misuse of the injunction writ and the mechanization of industry. Labor will carry its opposition to the injunction misuse into this fall's campaign. Candidates for both branches of Congress will be asked to state their position on a writ that classifies human beings who work for wages with a commodity that is subject to the laws of trade.

COURTS OF CONSCIENCE

Labor power is the ability to produce. It is man's creative faculties. This power is distinct from the product itself. Labor power is inseparable from a human being. It involves memory, understanding and will—elements wholly lacking in Labor's product—a commodity, a property—that should be protected by the injunction writ when the owner of such property has no remedy at law.

By refusing wage workers fundamental rights accorded other citizens, the injunction judge rejects government by law and sets up a court of conscience that is subject to his moods and his economic outlook.

AGITATION WILL GO ON

The injunction process is necessary. Labor does not ask its abolition. The workers, however, insist

that it be used as originally intended, and not to curtail human rights, and to establish one-man government.

The workers will continue their agitation against this wrong, confident that an enlightened public opinion will overcome the power of the comparative few who profit by court usurpation, even though faith in our governmental theory be weakened. Because lawmakers respond to an enlightened public opinion, we purpose to carry this question on to the political field in this fall's election.

NATION "OVER-ENGINEED"

The mechanization of industry is the outstanding problem on the economic field. Observers agree with labor that this country, in the language of Hon. George Otis Smith, Director of the United States Geological Survey, is "over-engined."

We are producing more than we can consume. Higher wages and shorter hours appear to us to be the solution for this condition. We will continue to emphasize the importance of these two issues, while urging the doctrine of self-help, organization and education among all wage workers, regardless of race, sex or creed.

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The Twelfth Annual Convention of the American Federation of Teachers

The Twelfth Annual Convention of the American Federation of Teachers has come and gone. It was important for several reasons. Delegates were present from nine states not previously represented; credentials had been received from thirteen locals not before in attendance, but some found themselves at the last moment unable to attend.

The vital and alarming issues in education drew this widely representative group together. The Convention struck vigorously at the two great evils in the educational world today, Power Trust propaganda and the "yellow dog" contract, and made plans to organize the teachers to combat these outstanding evils.

ORGANIZATION THE NEED

The American Federation of Teachers believes that to fight successfully against these "crimes against education" and against the children of the land, the fundamental need is organization. It is planning such an organization campaign as will make the teachers alert to the menace of the situation and to the social and economic condition, educate them in the idealism of the labor movement, arouse in them greater self-respect and a desire for greater freedom and develop solidarity and a true profession.

The disclosures of Power Trust propaganda by the Federal Trade Commission are but an extension and confirmation of the contention of the American Federation of Teachers since the very beginning of its organization and especially of its report last year on the Ely Institute for Research in Land Economics and Public Utilities.

DANGER OF PROPAGANDA

The pronouncements of the Convention on this matter of the injection of covert propaganda into the public schools and the attempts to censor text-books in the social sciences which do not harmonize with the views held by the power interests were very vigorous.

Dr. John C. Lapp, Marquette University, gave a very forceful address and urgent plea to the Nation's

teachers to release themselves from the stigma of being the cheap purchase of the power interests. The permanent committee on education reported at length on this "spectacle of this nation-wide organization spending unlimited effort and money to reach with its propaganda every pupil above the 8th grade in our schools and colleges," and says, "The contemptuous attitude expressed toward these same educators can do little toward increasing their pride in their position." The committee's report as adopted concluded, "The American Federation of Teachers, as the first organization of educators publicly to call attention to this danger, owes it to itself and to the profession it seeks to protect, to protest against the use of our schools by any business interests to inculcate in immature minds principles of economics favorable only to those interests. The American Federation of Teachers should urge its members to be alert to detect other attempts so to use our schools and to realize their own importance as the protectors of the minds of the youth of the land and hence of the future of the nation."

CHILDREN'S WELFARE AT STAKE

To the Seattle case, representing as it does the denial of a fundamental civil right and the imposition of humiliating conditions of employment which will inevitably alienate from teaching that type of self-respecting men and women so greatly needed in our schools, the Convention pledged the fullest moral and financial support and called upon all the Labor forces of the country to come to the aid of the teachers of Seattle with all the resources at their command, to the end that not only may they be guaranteed the protection of their rights as citizens, but also the teachers in Seattle may be freed, thru the enactment of sound tenure-of-position legislation and thru an appeal of their case to the Supreme Court of the United States, from the intellectual servitude now being forced upon them by this arbitrary action of the Seattle School Board, stigmatized by President William Green of the American Federation of Labor as un-

American and as an insult to the teachers, because it deprives them of their constitutional right to join an organization of their own choice that is animated by the highest American idealism.

Teachers who cherish their Americanism and freedom should support this movement for the protection of the Seattle teachers. They should unite with a progressive educational organization not primarily for their own sakes, not from selfish or personal motives alone, but for the sake of the children of the nation and the nation itself, for it is evident without explanation or argument that unless teachers are free and unafraid, they can not do the job which America has set for its schools, they can not develop citizens of the highest type who are free and unafraid, fit to rule in a democracy. Only those who are themselves free can release the children in their care to creative freedom.

The infringements upon freedom of teaching and personal liberty of teachers as exemplified not only by the Power Trust propaganda and the restrictive contract imposed upon the Seattle high school teachers, but also by the dismissal of teachers for personal views as in the case of Professor Wesley H. Maurer, assistant professor of journalism at Ohio University,

received the careful attention of delegates. Professor Maurer and his struggle for justice for all teachers interested the convention extremely. (See page 7.)

WESTERN REPRESENTATION INCREASED

A few changes only were made in the personnel of the officers entrusted with carrying forward this important program for education, social justice and democracy. It was deemed advisable in view of the necessity of carrying the case of Seattle Local 200 to a successful issue in the courts and of promoting sound tenure laws in the state of Washington, to increase Pacific Coast representation on the Executive Council. R. W. Everett, Sacramento 31 and W. B. Satterthwaite, Seattle 200, were elected vice-presidents. E. E. Schwarztrauber, Portland 111, was made western organizer. (See page 21)

The chairmen of the permanent committees are: Education, Lucie W. Allen, Chicago 3; Tenure, Amy A. Fox, Minneapolis 59; Academic Freedom, Dr. Henry R. Linville, New York 5; Legislation, Charles B. Stillman, Chicago 2; Professional Improvement, W. J. Scott, Atlanta 89; Retirement System, Florence Rood, St. Paul 28; International Relations, Selma M. Borchardt, Washington 8.

Full proceedings of the Convention and reports will be published in September.

Seattle to Date

The last report on the Seattle situation in this magazine stated that the suit of Local No. 200 seeking to restrain the Seattle School Board from enforcing a "yellow dog" contract against the high school teachers had been appealed to the State Supreme Court. The case is now pending in this court, a temporary restraining order having been refused.

The School Board then immediately presented the contracts to the high school teachers. After serious consideration and consultation with labor leaders and A. F. of T. officials, the teachers reluctantly signed. As they were told by the labor officials in Seattle, a battle can not be won if the army is destroyed. The removal of the union teachers was certain. Schools of Seattle would have been terribly crippled, but it is only too evident that the school directors in Seattle have no great concern about the welfare of the schools.

SATTERTHWAITE FIRED

W. B. Satterthwaite, not an official of the Seattle Union, but president of the High School Teachers League, drew a line through the objectionable clause

and signed the contract. This was later returned to him with the explanation that since he had not complied with the requirement of the School Board, his services were dispensed with.

Regarding the signing, Mr. Satterthwaite says: "About two days before the limit (none of the union teachers signed the contracts for a week or ten days, they agreed to hold up until it was decided) most of the teachers signed. None of the real ones signed early; some of them did, I am sorry to say, and I don't expect them ever to belong to the Union again. Most of them held off and held off fine. The thing I want to impress upon you is that there are out in Seattle at least seventy-five or a hundred, and more than that, high school teachers who are not members of the American Federation of Teachers, they have been and they were members for about six months, but while they are not actually members now they are not 'yellow dogs' and their spirit is as good as the spirit of union members anywhere."

SEND DELEGATE TO CHICAGO

Local 200 has not been destroyed; it will be kept

up, even on a small scale. It will be kept alive as a nucleus around which another union can be formed. Mr. Satterthwaite is president, John C. Kennedy, former Seattle School Board member, at one time instructor in the University of Chicago and now at the University of Washington, is secretary-treasurer. Several professors in the University of Washington are members and there are a few others. While these are in some danger of losing some means of livelihood, they are not wholly dependent upon the mercy of the Seattle School Board. The danger has been carefully explained to each of them and he has said that he is perfectly willing to take the chance.

The first action of the small union was to send its president as delegate to the Convention of the American Federation of Teachers. He assures us that Local 200 is going to function during this year. It is going to work very hard in the Legislature this winter for a tenure law. The work is already started. From the evidence in court of a Seattle school director, this teacher tenure principle is the chief objection of the Board to the American Federation of Teachers.

The lawsuit now pending in the State Supreme Court of Washington, if unsuccessful there, will be appealed to the United States Supreme Court.

In the March election, Local 200 will do its very best to get two members of the Board of Education defeated.

CHEERED BY LABOR

The Power Trust propaganda will be exposed, thus thwarting the very purpose of the action against the union. The material for this is already collected.

The concluding words of the president of the

Union to the Convention were full of hope and courage. "The Seattle teachers in spirit are, I think, probably a good deal stronger than if we had gone ahead and formed a union and had no troubles. Seattle Local 200 still exists and expects to exist indefinitely."

Mr. Satterthwaite stopped on his return at Wenatchee, Wash., to attend the annual convention of the State Federation of Labor. He presented a resolution endorsing a state tenure law for public school teachers, intended to prevent arbitrary dismissal of an instructor who has a record of competent service.

Mr. Satterthwaite was heartily cheered by the State Federation delegates when he outlined the fight made by the union teachers, and declared, "I had rather belong to labor than be an employe of the Seattle School Board."

In his talk, Mr. Satterthwaite warned organized labor that within a few years the teachers in grade and high schools would be named by power trusts of this country, to serve and teach propaganda prepared by them. He named a large coal company and power company as two organizations attacking organized labor.

Mr. Satterthwaite, delegate at the N. E. A. meeting in Minneapolis as president of the High School Teachers League, mildly poked fun at the N. E. A. resolution committee of forty superintendents and directors, and one teacher, who refused to consider the recommendation that Seattle teachers who fought for organized labor be supported.

And this is the work and program of the Seattle Teachers Union under fire. What are YOU doing to help? How much does this mean to YOU?

Seattle and the N. E. A.

It has been said that teachers do not desire freedom and it would seem that there is a large measure of truth in this statement when we consider the treatment of the Seattle case by the N. E. A. convention in Minneapolis in July.

R. W. Everett, of Sacramento Local 31, American Federation of Teachers and vice president, a delegate to the N. E. A. Convention from the California State Teachers Association, presented the following resolution:

Whereas, The Board of Education of Seattle, Wash., has required as a condition of employment, that all the high school teachers of the city shall sign a contract which restricts their liberty to join professional organizations of their choice; and

Whereas, The effort to control a fundamental civil right of teachers inevitably has the effect of hindering the movement for democracy in education in this country, and tends to encourage those who seek to dominate the thinking of teachers in behalf of certain large corporate interests; and

Whereas, The unreasonable increase of restrictions in contracts of Boards of Education with teachers will inevitably weaken the movement for promoting sound tenure laws for teachers by giving educational authorities local power to dismiss for trivial reasons, thus tending to keep intelligent, discerning young men and women from entering the profession; therefore, be it

Resolved, That the National Education Asso-

ciation in convention assembled condemn the conduct of the Seattle Board of Education and demand that the Seattle Board withdraw the restrictive regulation now applying to the high school teachers of that city.

The resolutions committee gave Mr. Everett five minutes to present the case and then told him, through members P. P. Claxton, Geo. D. Strayer and M. S. Bentz of Pennsylvania, that the resolution was undignified and that the National Education Association never took part in local quarrels. Mr. Everett then brought the matter up on the floor, presenting the resolution as an addition to the N. E. A. amendment on Academic Freedom. Mr. W. B. Satterthwaite, president of the Seattle Teachers Union, Local 200, and also of the High School Teachers League, from which latter organization he was a delegate to the N. E. A., spoke for the resolution. He pleaded with the National Education Association for their own sakes not to defeat the resolution, calling attention to the fact that their organization is considered undemocratic, citing the absence of class room teachers from committees, etc., and especially appealing to them not to slap the American Federation of Labor. A school principal from Seattle, in the absence of the Seattle superintendent, replied, asking that the Convention take no action as the matter was still in the

courts, and the chairman of the resolutions committee, Rosier of West Virginia, spoke against the resolution, explaining again that the N. E. A. did not take part in local quarrels. The resolution was overwhelmingly defeated. A striking demonstration of being dominated by *principals* and not by *principles*.

This question is not a local matter. It would seem to be extremely short sighted and to show a lack of understanding to characterize this Seattle situation as a "local quarrel." It is a matter that involves every teacher from coast to coast. It is a matter that involves much more than the signing of a contract. The right of teachers to join an organization of their own choice, including as it does everything that is American, democratic, fair and just, certainly can not by any intelligent individual be regarded as a local dispute between the teachers and the Seattle school board. One may as well say that slavery in antebellum days was a local dispute in which only the slave and his owner were interested, or that an anti-evolution law in Tennessee is a local difference between Scopes and his Board of Directors. The very fundamentals of education, of freedom, of Americanism are involved. It is a matter of grave concern to the future of our schools and of the Republic that a group of educators could take a position so lacking in vision and understanding.

Is There Propaganda In the Schools of Seattle?

Testimony of Members of Seattle School Board in Case of Seattle Local 200 vs. Seattle School Board

Q. You have read in the local press, have you not, the accusation, true or false—I do not refer to it because I have any information about that—that the power company has in some way contrived to have circulated through the schools and have taught in the schools, things relating to municipal ownership, condemning municipal ownership?

A. Not in our schools in Seattle.

Q. I say you have heard that—in the schools of Washington?

A. I have heard that they—I saw in the press, I think it was in the Star, that they had written some pamphlet which had been used in certain schools. I know that we watch very closely to see that no propaganda gets into our schools in Seattle.

Q. But you have read of such things being done in schools?

A. I have read that, yes. I have not seen it done. I don't know what they are.

The chairman of the Board and another member stated in an interview that if any teachers in the Seattle schools were caught using anything like that in the schools he or she would be "shown the door."

**THE FACTS OF WHICH THESE BOARD MEMBERS
SEEM TO HAVE BEEN IN COMPLETE**

IGNORANCE OR —————.

The following monographs were placed in the Seattle schools:

1. *The Puget Sound Power and Light Company. The Utilization of our Water Powers and Their Relation to Industry.* By Clare Ketchum Tripp, Executive Director, Washington Industries Education Bureau. Additional information can be obtained by writing Norwood W. Brockett, director of Public Relations, Puget Sound Power and Light Co., Stuart Building, Seattle, Wash.

2. *Household Refrigeration. The General Electric Refrigerator, Its Construction and Operation.* By Clare Ketchum Tripp, Executive Director of the Washington-Oregon Industries Education Bureau, Seattle, Washington. Additional information can be obtained through distributors listed on last page or from General Electric Refrigeration Department, Hanna Building, Cleveland, Ohio, and mentioning this monograph.
3. *The Great Northern Railway Company, St. Paul, Minnesota, Railway Transportation and what it means to the State of Washington.* Prepared under the direction of Clare Ketchum Tripp, Director of Education, Washington-Oregon Industries Education Bureau, Seattle, Washington.
4. *The Organization and Operation of the Plant of the Olympic Portland Cement Company,*

Bellingham, Washington. By Clare Ketchum Tripp, Executive Director of the Washington Industries Education Bureau, Seattle, Washington.

The text book in Civics used by every high school pupil carries a frontispiece of the plant of the Puget Sound Power and Light Company, with the company's name blazing in electric lights. No mention is made of the Municipal Power Plant.

At the conference of the Public Ownership League in Seattle in July, J. D. Ross, Manager of the Municipal Power Plant, made a complete exposé of the Power Trust propaganda in the public schools of Seattle. One thing he failed to mention—all evidence points that the Seattle High School Teachers Union Local 200 had been attacked and the teachers compelled to sign a "yellow dog" contract because the facts of this propaganda and other similar abuses would be exposed by them.

The Dismissal of Wesley H. Maurer

Resolution Adopted by the Twelfth Convention of the American Federation of Teachers, Chicago, June 26-29, 1928

Mr. Wesley H. Maurer, assistant professor of journalism in Ohio University, at Athens, Ohio, is being dropped from the faculty of that institution on June 30, 1928, without a trial or even a hearing.

Mr. Maurer has been holding the position of assistant professor of journalism at the university a few years and at the same time has been acting as city-district editor of a daily paper, the *Athens Messenger*. Mr. Maurer's salary has been paid jointly by the University and the publisher of the newspaper, who is a member of the Board of Trustees of the University.

When the strike in the bituminous coal fields of Ohio, Pennsylvania and West Virginia began, Mr. Maurer undertook to report correctly what was happening in the industrial conflict. Immediately pressure began to be applied to prevent the reports from appearing.

On May 1, 1928, a meeting of about seven hundred business and professional men of Athens was held for the purpose of endeavoring to bring the coal strike to an end. Professor Maurer attended the meeting. When the matter of collecting funds was under discussion, Mr. Maurer arose and asked what was to be done with the funds, and whether the purpose was to assist the strikers in their struggle. He was assailed with cries of "throw him out." Within a few days a committee waited upon the publisher of the *Athens*

Messenger and demanded Mr. Maurer's immediate discharge on the ground that he was hindering the opening of the mines.

It appears that the pressure exerted upon the newspaper extended to the university with the result that Mr. Maurer has now been dismissed from his dual position. It is the view of the American Federation of Teachers that the control of commercial enterprises over the positions of teachers constitutes an intolerable situation. There can be no freedom in teaching and hence no freedom of thought or discussion in connection with social problems when college trustees are allowed to seize control and bring about the dismissal of teachers whose ideas do not please them. However, it is our belief that the solution of this problem which has faced American education for many years can not be worked out in the absence of a substantial and extensive movement among teachers that tends to develop a considerable degree of solidarity with loyalty to the principle of freedom of opinion for teachers.

While condemning the action of the trustees of Ohio University for their arbitrary action in dismissing teachers for their views, we insist that the responsibility for the continuance of the suppression of freedom in education rests on teachers themselves, through their failure to insist on academic freedom.

Brookwood Asks Hearing On A. F. of L. Charges

KATONAH, N. Y.—Telegrams of protest against the action taken by the Executive Council of the American Federation of Labor to advise all affiliated unions to withdraw support in the form of scholarships from Brookwood Labor College, began to come in as soon as the Council's statement was issued to the press.

Word of the action reached A. J. Muste, chairman of the Brookwood faculty, in Paterson, N. J., where he was acting as impartial arbitrator in successful negotiations to bring an independent union of several thousand textile workers into the American Federation of Labor. He expressed amazement that such action should have been taken without giving the Brookwood Board of Directors a chance to be heard, and declared the charges, as reported in the papers, to be utterly without foundation. He immediately asked that a complete copy of the Executive Council's statement, which was not made public, be sent to him.

The action was taken, according to the papers, on the basis of an investigation made by Matthew Woll, chairman of the A. F. of L. Education Committee. No one connected with Brookwood knew anything of such an investigation.

MEMBERS OF TEACHERS UNION

Concerning Brookwood's policies, Mr. Muste said: "Brookwood, as an educational institution, insists upon maintaining freedom of opinion and expression on all matters affecting Labor. As an educational institution, it teaches no doctrine or 'ism' of any kind, and therefore the charge of the Executive Council as reported in the papers that Brookwood is teaching 'doctrines antagonistic to A. F. of L. policies,' is unfounded. The charges concerning 'Pro-Soviet demonstrations' and 'anti-religious' doctrines are equally absurd for the same reason."

All the teachers at Brookwood are members of Local 189 of the American Federation of Teachers, of which A. J. Muste is a Vice President, and which is affiliated with the American Federation of Labor. Practically every member of the Brookwood Board of Directors holds an important position in an American Federation of Labor union.

LABOR MEN PROTEST

A telegram requesting that the statement condemning Brookwood be not sent to the affiliated A. F. of L. organizations until the Brookwood Board could be given a hearing was sent to President Green, signed

by the following: Fannia Cohn, Educational Director, International Ladies' Garment Workers' Union; Rose Schneiderman, President, National Women's Trade Union League; John Fitzpatrick, President, Chicago Federation of Labor; Fred Hewitt, Editor, Machinists' Journal; Florence Hanson, General Secretary, American Federation of Teachers; Gustav Geiges, President, Hosiery Workers, United Textile Workers' Union; B. C. Vladeck, Manager, Jewish Daily Forward; A. I. Shiplacoff, Manager, Pocketbook Workers' Union; Phil Ziegler, Editor, Railway Clerk's Journal; Charles L. Reed, Vice President, Massachusetts State Federation of Labor; Abraham Lefkowitz, Vice President, American Federation of Teachers; A. J. Muste of Brookwood.

A telegram was also sent to Secretary Frank Morrison, asking that no final action be taken until Brookwood was given a hearing, and signed by the following officers of the Massachusetts State Federation of Labor: John Van Vaerenwyck, President, Michael O'Hare, Vice President; Charles Reed, Vice President; Martin T. Joyce, Secretary-Treas., and Legislative Agent; Joseph J. Cabral, Vice President; also by John F. Gatelee, President, Springfield Central Labor Union; Thomas F. Conroy, Secretary Worcester Central Labor Union; Leo F. Barber, Secretary Local 33, United Textile Workers; Frank W. Gifford, Secretary, Brockton Central Labor Union; Roy W. Caney, President, Salem Central Labor Union; E. A. Johnson, Secretary, United Building Trades Council of Boston.

* * * *

These charges against Brookwood and the investigation said to have been conducted have never been brought to the attention of the American Federation of Teachers.

GENEVA, 1929

Keep Geneva July 25—August 1, 1929, in your plans for the World Federation of Education Associations Conference in that historic city will be a gathering of momentous importance. Great preparations are already under way for the sessions of this conference and many members of the American Federation of Teachers should be in attendance. Begin your plans now.

Those who talk of W. C. T. U. propaganda in the schools and put it in the same category as the Power Trust propaganda have as little respect for the public's intelligence as the Power Trust has.

Labor Day—1928

By WILLIAM GREEN

President, American Federation of Labor

Labor Day, 1928 comes to us with a new challenge to action. We have made progress and that progress opens up opportunities that demand resourcefulness and perseverance. Let us meet the challenge with courage and that determined endurance necessary for achievement.

The memorial day set aside by national enactment to honor Labor naturally becomes the time for taking account of achievements and planning for the future.

As taking account involves making comparison, one's mind turns backward over the early years of the trade union movement when our trade unions were virtually outlaw organizations.

Trade unionists who realized that individual workers had very little chance of a square deal from employers unless they could point out to employers which things were injustices and what better standards would be, have built up our trade union movement until now it is a respected, national institution.

A VITAL ORGANIZATION

Only an organization is impersonal enough to do this for workers. Our movement first sought to create the channels for establishing fair work conditions for wage earners. The devotion and personal sacrifice that have attended the development of wage earners' organizations have stamped the movement as an authoritative, vital organization.

The great human ideals that sustained this courage and devotion found justification in the growth of the movement that brought higher wages, shorter hours, and better work conditions. Trade unions are paying over 26 millions in union benefits and have secured wage increases of incalculable value.

When primary objectives have been realized, our unions have been able to enter developments of larger usefulness. They seek to secure for their membership opportunities to have a more important part in industry and to give workers opportunity to present their experience and information for the better decision of policies involving them. When the principle of collective bargaining is extended to continuous use in work problems of all sorts wage earners find their fullest opportunity for participation in the benefits of production. We find unions moving toward a very real partnership in production.

We have made progress in extending the principle of collective bargaining in the past year; we have

maintained our high wage level and we have made progress in establishing our new work standard—the five-day week.

We have our problems—serious problems—but they are problems that have grown out of progress. We find the principle of organization of employes finding increasing acceptance. In time all industries will recognize the value of the real trade union. We find American industries boasting of the high wage principle as a part of American prosperity. There are exceptions—such industries as coal and textiles that have failed to keep pace with efficient practices.

Though hostile employers have in a most daring way been using the writ of injunction as a weapon against workers in industrial disputes, in the past year we have made distinct progress toward legislative relief for the abuse of the injunction and are urging this as our chief concern in the present political campaign.

NEW ACHIEVEMENT LEVEL

We have made progress in our educational work so that our membership can deal with problems with greater understanding and resourcefulness. Our unions are looking not for domination over other groups in industry and society but for a square deal and for the right to share with other groups in the wealth and opportunities that result from social progress as well as in the adventures of production.

The year 1928 marks a new level of achievement in establishing the ideals of the labor movement. Let us in appreciation of what this progress has cost in human suffering and privation and what it has gained for human well being, dedicate ourselves to the realization of greater progress in the coming year.

Let us lift higher the torch of trade unionism so that more workers will see its light and follow.

May each trade unionist pledge himself to personal service during the coming year. The movement has need of that service which each member can give by telling other wage earners of the value of union membership and by bringing into the movement at least one new member during the coming year.

Let us take for our obligation during the coming year: DOUBLE UNION MEMBERSHIP BY SEPTEMBER, 1929. This will give us an organization strong in preventing injustice and effective in industrial progress.

Just Observations

SELMA M. BORCHARDT

And now evolution is to be decided by the referendum. The good state of Arkansas adopted an anti-evolution law a short time ago, and now it seeks to confirm its good judgment.

On November 6 the people of this state will go to the polls to vote—on evolution. Yes, we do believe that the public schools belong to the people, but haven't the people developed a rather peculiar concept of the function of schools and schooling when they decide to submit to the electorate a question of scientific content? It is indeed to be hoped that the teachers of Arkansas will realize that their professional obligations extend beyond the classroom, and that they will engage themselves in a bigger form of public education, and one which will show its good effects at the polls on November 6.

* * * *

We are a member organization of the World Federation of Educational Associations. Let's be a functional organization in it.

Right now there is before the directorate of that organization a report on a preliminary survey for the Geneva meeting of the organization. Your representative on the directorate wants and needs your advice and suggestions in considering that report. Here are some of the salient proposals it contains:

1. That there be a Geneva Conference Committee for the purpose of exercising complete control over the organization of the Conference. A real business-like proposal it would seem to be.

2. That the following sub-committees be appointed: (a) Hotels and Reception Committee; (b) Committee on Halls and Meeting Places; (c) Committee on Publicity and Press; (d) Social Committee; (e) Committee on Exhibitions; (f) Ladies' Committee.

The functions of these committees are self-explanatory through their names, except in a few instances. It is not quite clear what would be included in the jurisdiction of the committee of Publicity and Press in keeping with the following sentence in the proposal: "A special committee would be set up to draft the general programme, and to translate it." We may assume, probably, that this sentence refers only to the mechanics of drafting the programme and not to the conception and planning thereof, for certainly no democratic organization would vest such vast powers in an arbitrarily appointed sub-committee which may

in no sense be representative of the constituent organizations in the Federation.

It might also be suggested that still another sub-committee be appointed, a Committee on Credentials. Inasmuch as the Federation is still in a formative period it would seem desirable that the democratic regulations governing the equitable provision for representation, be strictly observed, in the conduct of the plenary sessions of the organization.

It might also be observed that while the report proposes that exhibitions could be arranged by a local committee this proposal probably assumes that the local committee would be in close working contact with the several constituent bodies of the federation, and would put into effect their recommendations and proposals.

Languages

3. The report proposes that the question of languages to be used at the conference should "only be determined after more mature consideration."

Invitations

4. "It is suggested that the official and general invitations to attend the World Conference for speakers and others specially desired should be issued after further consultation and agreement between the European directors and the Genevese Committee. The invitations in Anglo-Saxon countries, America and the Far East will be issued by the World Federation Committee." A number of questions could be asked on this proposal.

Finance

5. The report proposes a division of expenses as by the W. F. E. A. and the Finance Conference Committee. The report also suggests a sliding scale of registration fees for the delegates, said fee to be in some way proportionate to the financial situations of the teachers in the different countries. An equitable proposal it would seem.

Religious Services

6. It is proposed that religious services be arranged, if desired, as follows:

(a) For Protestants at the Protestant Cathedral.

(b) For Roman Catholics at the Cathedral of Notre Dame.

Educational Programme Suggestions

7. On the educational programme itself it is suggested that the number of sectional groups be reduced

to 7 or 8 and include the following: "1. Rural Youth and the Rural School. 2. Industrial Education and Labour, to be undertaken by the Labour Bureau of the Bureau de Travail. 3. International Co-operation and Good-will. 4. School Libraries. 5. Behaviour Problem—Child and Adolescent. 6. Nursery and Pre-School. 7. Parent, Teacher, Home and School."

"We propose that a special section be devoted to every one of these seven subjects. According to the suggestion of Mons. Malche, Head of the Public Instruction of Geneva, we should like to add an eighth theme, which seems to us of very special importance in many European countries. It could be worded, "Press-School and Public Opinion." We are, of course, quite prepared to admit that the other sections may be of primary importance to others, but we venture to suggest that some of the themes listed on Page 789 of the Toronto Report might be effectively dealt with without devoting a whole section to them. For example:

(1) *Character—Moral and Religious Education* will be dealt with in the Cathedral Service, not to speak of Section 11 above. (2) *Health Education*, could be efficiently presented in an exhibit with one commentary address. (3) *Where our special interest lies at the present moment* in the relations between Elementary and Secondary Education, and this might also give occasion for an Exhibit. (4) *Geography*. The same thing could be arranged for this. (5) *Handicapped Children*. (6) Motion Pictures could be dealt with in the course of a special evening where films, carefully chosen, might be commented upon.

"In view of different International Conferences of a special character which are to meet in the near future on subjects such as Adult Education, Moral Education, Health Education, Motion Pictures and Education, we are rather anxious not to give the impression that the Geneva Conference is over-lapping in all directions, and we think it would be wise to restrict the number of our fully equipped sections. We think it will be possible so to arrange the daily schedule that not more than four or five simultaneous meetings should ever compete for the interests of the conference."

The report continues:

"The five big subjects which we suggest as suitable for the afternoon meetings would be intimately connected with some of the sections. They might be, for instance, *Labour and Education*—by Mons. Albert Thomas, Director of the International Labour office, *International Education*—by Tagore or Dr. Nitobe,

The Needs of the Rural Districts—By Marcucci (Italy), *Some Behaviour Problems*—by Dr. W. Healy, *Home and School*—by a prominent Englishman or by Dr. Dengler of Austria.

"We think that the Chairman and Secretaries of the Sections might be chosen by taking into account both the special Conference and the contribution of the different countries. Among the names suggested we venture to quote: Kerchensteiner, Foerster, Paulsen (Germany), Nito Cabellero of Columbia, Carneiro Leao of Brazil, Bovet of Switzerland, Pinkevitch, Madame Radlinska of Poland, Miss MacMillan of England Nursery Schools, Dr. Louis Meek of U. S. —Behaviour."

The proposed programme suggests a number of questions. What is the advantage of a small number of large groups over a large number of small groups? It would appear that the sectional groups should be the places where the discussions are held. The fewer sectional groups we have the larger the groups will necessarily be and the less actual teacher participation will we have. The problem of the amount of physical space for meetings is not the determining element in the proposed plans for the report points out that there will be nine available rooms for sectional meetings and that there will be at least six working days for the convention, making thereby a grand total of fifty-four available rooms. And if we assume that we have eighteen groups, each with a maximum of three full meetings we may utilize the fifty-four available rooms.

Nor would it seem that the other contention is tenable, that the division of interests necessitated by a large number of groups is objectionable. Surely, there can be no harm in having teachers pick the particular question in which they have the greatest interest and devoting themselves to that. No teacher is compelled to divide his time and interest if he has the opportunity of making a choice between sectional groups.

The proposal is also to be carefully considered in that it does not take into consideration the between-convention work of any section. Would it not be a little unfortunate to state definitely that the W. F. E. A. is an organization which meets once in two years at which meetings it makes no provision for a consideration of between-convention work?

The report also points out that we should not consider adult education, moral education, etc., because other groups are at work on these questions. Might it not be observed that if the World Federation is to be a world federation it should be all-inclusive? It

would seem that it would welcome the reports and contributions which any special group has to make on any special question, but should it exclude from its own agenda any question of educational concern because some one else is interested in that question.

The report further suggests that the question of character—moral and religious education—could be taken care of in a sermon. To those of us who are especially interested in this problem a question presents itself. Would a cathedral sermon be apt to present a consideration of the development of the functional curriculum, as compared with the present subject curriculum in relation to moral education, regardless of how inspiring the sermon may be? And again, would an exhibition on health education, as proposed, take the place of a discussion on the functioning of the several types of clinics, or of the adjustment of the curriculum to meet the physical needs of the child? This proposal on the programme merits our earnest consideration.

Time of Meeting

8. The report suggests that sectional meetings be held in the morning from 9 to 12, that group meetings be held from 5 to 6 in the afternoon and that the evenings be left free for such social engagements as may be provided.

Those of us who have experienced conflicts at previous meetings of the W. F. E. A. of the plenary sessions and group sessions and of plenary sessions and sectional meetings recognize the value of these suggestions on the division of time.

Time Limit for Preparation of Programme

9. The report suggests that the programme be completed by Easter and that the list of delegates be closed by June 1. Wise suggestion indeed.

Travel Arrangements

10. The report states that the American Express Company has offered its services with regard to taking over the full control of transportation, etc., and suggests that we do not commit ourselves in any way as the Travel Bureau of the National Union of Teachers of England has already undertaken much of the work and would be glad to be appointed official agents.

It would seem desirable that each organization determine its own policy on group travel provisions. For us, it would be quite satisfactory it seems to utilize the offer of the National Union of Teachers.

Ever so much to think about, and may we have your thoughts?

The United States Bureau of Education announces that in December there will be a meeting in Washington of the several state superintendents of education, constituting themselves into a Council of Education.

It is interesting to observe that this council meeting which will take place to consider the devising of uniform report provisions and other such questions, was not specifically authorized by statutory law. Of course, it doesn't have to be, as this Council will not undertake any administrative functions in relation to the conduct of education in the several states. But, does this not even more strongly raise the question of the necessity or even of the advisability of having Section 10 in the bill to create a federal department of Education? We repeat the question raised by us before, "If the Council of Superintendents proposed in the Curtis-Reed Bill is to be purely advisory and not administrative why does it have to be provided for by statutory law?"

* * * *

We might suggest to the Board of Education of Seattle that they read the Congressional Record of 1924. There were, at that time, some people who wanted to deny employes of the United States classified federal service, and employes in the United States Post Office Department the right to join an organization of their own choosing. Our federal Congress recognized that the 14th Amendment was a part of the United States Constitution, and adopted as a rider to the Appropriation Bill of that year, a very definite and positive provision saying, that "it is the right of workers in the employ of the United States Government to join any organization of their own choosing." Of course, this applies only where there is federal jurisdiction. But it's a good precedent, don't you think?

Perhaps even the attorney for the Puget Sound Electric Light and Power Company, who is also the attorney for the Board of Education of Seattle, might be interested in knowing this.

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An interesting and valuable book has just been written, by R. H. Jordan, *Extra Curricula Activities*. It discusses a subject of real interest and concern to all of us, seeks to help evaluate this work for us.

* * * *

The press reports of the International Federation of Trade Unions at Amsterdam tell of a conference held in June, on Youth and Education. The preliminary report sounds so interesting that we shall try to get the full report and give it to you later.

Report on Industrial Education

*Prepared by the Committee on Legislation and Teachers' Interests of The Teachers Union of New York
City, Local 5*

DR. ABRAHAM LEFKOWITZ, Chairman

We are living in an economic age, dominated by industrial forces. Hence, training for industry with a view not only to understanding our economic life and to becoming efficient workers and citizens, but also to maintaining American industrial efficiency, is essential. This is especially necessary because of the waste, inefficiency and great labor turn-over due in part to haphazard training given to young workers. In this work of preparation for industrial life, we have three types of schools: 1: the pre-vocational schools, essentially too cultural or academic in outlook. They are "try-out" schools or elementary vocational guidance institutions. 2: Vocational schools, providing a two-year course for graduates with the least possible friction and economic loss. 3: Continuation schools for students under 17 (and by September, 1928, under 18), who are gainfully employed, and who must attend four hours weekly, twenty hours a week when not employed.

At the present time the work of these various types of schools is under the direction of three individuals. As there is no uniform policy or plan, we find much duplication, loss of efficiency and waste. This work should be unified in policy and administered by one person having a broad industrial and academic perspective. The work of industrial education could then be visualized under three major heads:

1. *Craftsmanship:* The best teachers of industrial subjects in vocational or industrial schools are likely to be men and women skilled in their trades. As such men and women are not generally trained teachers, it is absurd to assume that they can teach well. In this connection we congratulate the State Department of Education and the Director of Industrial Education on their recognition of the fact that these men and women must be equipped with the technic of teaching, so that they may make the fullest use of their practical experience and skill in craftsmanship to impart, skillfully and scientifically, their knowledge acquired on the job. The establishment of two-year day training courses at the state normal schools of Oswego and Buffalo is an important step in this direction.

2. *Research:* Industry is changing constantly because of the multiplicity of new inventions and greater centralization and specialization. Hence the Director of Industrial Education and his assistants

must periodically examine the subject-matter and the courses to ascertain whether they still fit the changing industrial needs. This constant industrial orientation will show whether the work of the industrial schools has become too theoretical or solely practical, thereby making it difficult for graduates to meet new industrial problems that arise. Moreover, teachers should be required to use one vacation in three or four to work at their trades. Then, in the light of their latest industrial experience and job analysis, the courses can be re-examined and modified so as to function more efficiently in preparing students for industrial life. In a word, vocational education must be understood as a social instrument which will make easy adjustment to one's life task and to his community obligations.

3. *Cultural:* After all, while the emphasis should be on the practical trade aspects of training, life is more than earning a living. Life is citizenship; life is the development of all potentialities so that the young worker should become not only a vigorous, wholesome, self-supporting person, but should be able also to enjoy music, literature and the other arts, as well as to participate intelligently in all social relations. Hence, as much of the social and natural sciences as possible should be woven into the courses, to the end that we may develop not only skilled mechanics, but understanding mechanics, who will become intelligent, critical and progressive citizens, performing their civic obligations cheerfully. Our industrial education must be based essentially upon trade efficiency, enlightened and broadened by a cultural outlook.

In our survey of the states which have part-time or continuation industrial training, we find that almost four millions of boys and girls between the ages of 14 and 18 are out of school without the benefit of industrial education. Twenty-six states are attempting to meet this social void through vocational and part-time education. In 1925 New York alone had 110,593 boys and girls enrolled in part-time or continuation schools. We find that the operation of the continuation school laws in most of the 26 states is working out in a satisfactory manner. Industrial inefficiency has been reduced by making for better social and educational adjustment; children have been kept in school longer and thus have become better equipped to meet the problems of life; their civic intelligence has been enlarged by developing a stronger sense of social obligation. In the light of the

above facts should not our city do everything in its power to make our part-time schools function as the framers of law and educators intended they should?

A study of our part-time schools made by the Committee of Education of the New York State Federation of Labor shows the following weaknesses:

1. That suitable buildings have not been provided to house continuation school pupils. In fact, some of the buildings are so unfit as to be looked upon as a menace to health.

2. That no satisfactory plan of organization of courses of instruction or policy has been developed though steps have recently been taken in that direction. With expert advice, more time, help and co-operation this goal is likely to be attained.

3. That essential central buildings based on industrial or vocational lines have not been generally established. We are glad to note, however, that steps are being taken in that direction by our Board of Education.

4. That no adequate research staff has been employed for the purpose of making studies and investigations.

5. That no adequate equipment and facilities have been provided for most of these schools.

The buildings provided for the continuation schools are generally woefully inadequate—not only because they had never been erected for the purpose for which they are now being used, but also because some buildings are almost dilapidated, having been erected over 70 years. Some, according to the study of the New York State Federation of Labor, ought to be condemned as health or fire hazards and, if they had been under private control, would probably be so condemned by the health and fire departments. The Queens Continuation School is a leased loft in the building of the American Drug Syndicate in Long Island City. The location is bad, the school is disturbed by manufacturers who occupy the other lofts; the place is noisy, the lighting often artificial, ventilation in some rooms is impossible. The whole environment is unfortunate for adolescents going through a trying period of adjustment and handicapped in some cases by a low intelligence quotient and unfortunate home environment. Why not give these unfortunate children buildings that will make education possible and bring a little light and sunshine to lives already too long dwarfed, cramped and darkened by inadequate homes? We welcome the support of the advisory Board on Industrial Education which advocates new, modern up-to-date buildings and regard the vote of the Board of Education for a modern building to house the Queens Continuation School as a welcome step in the right

direction. We hope other buildings for each borough will be voted and erected as promised by President George J. Ryan of the Board of Education.

Not only are buildings unsuitable but equipment is often very inadequate. The most noteworthy exceptions are the Central Commercial Continuation School and the Central Building Trades School and the Printing Trades Continuation School. The latter owes its equipment not only to the generosity of the Department of Education but also to the enlightened interest of the employers and the unions concerned. Even here expensive machinery lies idle because of the failure to vote \$700.00 for power allotment. Moreover, teachers are not adequately equipped for their tasks. About 30 to 40 per cent of the teaching staff is composed of substitutes with no tenure, and hence no life interest in their jobs—a condition that has a bearing on a proper outlook and educational efficiency. Though these facts have been brought to the attention of the Board of Education, the Board of Superintendents has not as yet placed the continuation school teachers upon a permanent tenure nor granted them high school licenses nor provided for high school qualifications or their equivalent. These steps are essential to attract to the teaching staff excellent mechanics who now refuse to take the examinations because the remuneration is less than they earn in the trades. Should the policy suggested be followed, the Board of Education will make it possible to attract the kind of men and women who will be fully qualified to give the children of the workers the training to which they are entitled. We are glad to note that the new by-laws increase the qualifications and we hope that high school licenses and salaries will soon follow.

Not only are teachers poorly equipped and their status undetermined, but the pupil load is too high, sometimes reaching 135 or more per teacher. Such a heavy pupil-load makes effective teaching difficult if not out of the question. Though the best informed industrial experts and our director of continuation and evening schools believe that no register in an industrial class should exceed 15 students, yet New York has a minimum register of 22 and an actual register and attendance often much larger than this. Some continuation schools have a register varying from 40 or more pupils so that individual industrial teaching, the only kind that is effective, is hardly possible. We earnestly urge that special consideration be given the question and that the pupil load be immediately reduced to at least 100 per teacher, and later to 75. This change is vital and cannot be long deferred.

Even if these evils were eliminated, the work of

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industrial education will suffer as long as the stability of industrial education is constantly menaced by some opposition within the Board of Education, the Board of Superintendents, or the Legislature. We congratulate the Board of Education and the State Department of Education for having opposed all legislative efforts to undermine the Continuation School law, either by reducing the age limits or by substituting evening school service, or by combining both of these ideas or by recommending that all pupils who had finished the ninth year of the junior high school or the first year of the senior high school be permitted to substitute evening high school attendance for the continuation school. The best informed opinion is that the law works no hardship upon any boy or girl, since adjustments can be made within each school so as to eliminate any hardship or injustice. Should this prove impossible we suggest the formation of a committee composed of representatives of unions, employers and the educational authorities with power to make necessary adjustments without undermining the law. Such a committee might, at the same time, also perform the necessary task of enlightening uninformed parents or employers.

In addition to the above suggestions, we respectfully submit the following plan of reorganization for industrial education in our city.

All education to be under one head—the Director of Industrial Education with the rank of Associate Superintendent and each sub-division under an assistant director. Only by centralizing and clearly defining power and responsibility can efficiency be secured. While the assistant directors should be fully answerable to the director, all policies should be the result, whenever possible, of a decision reached by the director and his assistants after a full and free discussion. Since responsibility and unity are desired, the director must have the power of veto over the action of his subordinates. If a director of industrial education is out of the question at the present time, we suggest that an associate superintendent be assigned to act as a unifying and harmonizing force, so that a consistent policy may be worked out and applied. The recent selection of an educator of eminence to supervise this work does not meet the situation, except in part, because the person selected, however well qualified academically for the position of district superintendent does not know the work of the continuation schools, does not intimately know industry, and hence is hardly capable to function as efficiently as would a qualified director chosen from those who understand this work.

The assistant director of pre-vocational and voca-

tional schools, and assistant director of continuation schools, and the assistant director of evening trade schools and trade classes should act, in conjunction with the director, as a Board of Industrial Education for the development of policies, standards and plans. It shall be their function to co-ordinate the activities of the various schools by making all work continuous so that there will be no overlapping and no waste, when pupils are shifted from school to school or from class to class.

Students graduating from an elementary school will have had two years of pre-vocational work. This means that they will have had an opportunity of finding the type of work for which they are best fitted and which they prefer. The pre-vocational schools should emphasize the matter of vocational guidance so that young men and women will know upon graduation, just what kind of work they desire to specialize in. This work might be best performed as a special phase or development of the junior high schools, which are centrally located in each neighborhood. After the completion of this tryout or preliminary training, the graduate of the pre-vocational schools should enter the vocational continuation school with a definite object in mind of preparing for a particular trade.

The vocational schools should be specialized or centralized as the students have been tried out in a school conducting a general course. These should be established in the appropriate industrial areas. There should be such schools for the following trades: (1) printing trades; (2) needle trades; (3) building trades; (4) machine trades; (5) auto trades; (6) commercial occupations; (7) selling trades; (8) food trades. Each of these central trade schools will give students an opportunity to see the trade or industry as a whole and, at the same time, give an opportunity to specialize in the particular phase of industry in which he is interested, whether carpentry, electrical wiring, plumbing, etc. We are glad the Board of Education is moving in this direction.

The vocational schools should give a two-year course—one year for general work and one year in the special branch of the trade for which the student is best fitted and in which he desires to specialize. The work should be largely co-operative in nature—not only to enable the boys and girls to help support their family, because economic conditions have generally been the cause of their entrance into early training for industry, but also to prevent the flooding of the labor market, to give a better understanding of the educational process and to make the work more interesting.

After the vocational course has been completed, the young workers should be placed in some position through the efforts of a Centralized Placement Bureau, which should be under the assistant director of continuation schools. When the graduate of the vocational school has been placed in a position, he should attend a specialized continuation school, in order to obtain supplementary trade education, and to continue his training while at work, and to so supplement his work as to fit him for advancement as well as for greater efficiency. This training should continue until the young person has become a full-fledged journeyman in his trade. A young man who cannot afford a two-year course in a vocational school should be permitted to enter the continuation school after leaving the pre-vocational school.

The general continuation school should not be specialized as the vocational schools, because unlike the central continuation schools or vocational schools which seek to help the boy specialize for his life task, they are concerned chiefly with enabling the pupil to find himself and the occupation for which he is best fitted. In a word, the general continuation school is to do in the industrial field what the junior high schools do in the cultural field. Moreover, whenever possible the student should be grouped according to advancement and ability.

The courses in the continuation schools, vocational schools, and evening trade schools should be so arranged that they will co-ordinate. This will make it possible for a young worker to continue from the pre-vocational school to the evening trade or continuation school without waste of effort or loss of time. This means that the training will be continuous or progressive without any overlapping. Hence, graded lesson plans for each sub-division of a trade such as plumbing, carpentry, etc., must be worked out for the entire length of the course. Wherever possible, it is desirable to excuse especially qualified teachers from regular teaching to work out such courses, subject to the approval of the Board of Directors of Industrial Education. This will give uniform courses for every trade and every type of school, making possible a transfer from school to school without any great educational loss.

Since many maladjusted students, or students with greatly varying intelligence quotients attend these schools for industrial education, each central school should have a qualified psychiatrist, dentists, nurses and physicians in charge to co-operate with the teachers in making possible a wholesome development of each child.

The new types of schools, made necessary by changes in our economic life, offer the Board of Edu-

cation and the Board of Superintendents not only a challenge but also an opportunity to experiment with new material and new methods without endangering or upsetting the system as a whole or traditional educational policies. In these new schools, the educational authorities can more conveniently experiment with both method and content and thus evolve new methods and procedures which may revolutionize our whole educational structure. The world is in educational ferment, and it behooves educators to keep abreast of these changes. Nay, it is incumbent upon them to take the lead in experimentation and industrial education. We hope our administrators will rise to the golden opportunity given them by these new types of technical schools.

THE CHAINED EAGLET

By OLIVE SCHREINER

There was a bird's egg once, picked up by chance upon the ground, and those who found it bore it home and placed it under a barnyard fowl. And in time the chick bred out, and those who had found it chained it by a leg to a log, lest it should stray and get lost. And by and by they gathered round it, and speculated as to what the bird might be. One said, "It is surely a duck, or it may be a goose; if we took it to the water it would swim and gabble."

But another said, "It has no webs to its feet; it is a barnyard fowl; should you let it loose it will scratch and cackle with the others on the dung-heaps." But a third speculated, "Look now at its curved beak; no doubt it is a parrot, and can crack nuts." But a fourth said, "No, but look at its wings; perhaps it is a bird of great flight." But several cried, "Nonsense! No one has ever seen it fly! Why should it fly? Can you suppose that a thing can do a thing which no one has ever seen it do?" And the bird, with its leg chained close to the log, preened its wings. So they sat about it, speculating, and discussing it; and one said this, and another that.

And all the while as they talked the bird sat motionless, with its gaze fixed on the clear, blue sky above it. And one said, "Suppose we let the creature loose to see what it will do?" and the bird shivered. But the others cried, "It is too valuable; it might get lost, if it were to try to fly it might fall down and break its neck."

And the bird, with its foot chained to the log, sat looking upward into the clear sky; the sky, in which it had never been—for the bird—the bird, knew what it would do—because it was an eaglet!—From "Woman and Labor."

HOW YOUR TAX DOLLAR GOES

Eighty-two Cents for Wars, Past and Future

In the report of the secretary of the treasury for the fiscal year ended June 30, 1927, submitted last month to Congress, Secretary Mellon attributes 82 per cent of the federal expenditures for 1927 to past and future wars. With this statement he ranges himself squarely on the side of the peace and welfare organizations in their controversy with the War Department—of several years' standing—over the question of what proportion of the tax dollar is due to war.

The public first became interested in this inquiry in 1920, when the late Doctor Rosa of the United States Bureau of Standards published his tables and charts of federal expenditures which brought out the startling fact that out of every dollar 93.7 cents was being spent for past and future wars while only one cent was going for research, education and development. The figures were immediately taken up by organizations interested in education and other constructive projects and were published from one end of the country to the other. They played a large part in the general demand for reduction of armaments which culminated in the Washington Conference.

Three years later, in response to a request from one of the Senators, the United States Bureau of Efficiency brought the Rosa figures up to date, and prepared by the same method a chart of estimated net expenditures for the fiscal year 1924, which was published by the National Council for Prevention of War. By this time military expenditures had returned to somewhat more normal proportions and the percentage due to wars had been reduced from 93.7 to 85.8. Nevertheless, the figures were bitterly attacked by the War Department, which issued a statement in the name of Secretary Weeks, completely ignoring the fact that two government bureaus had been responsible for this method of calculation of expenditures, and characterizing the Bureau of Efficiency chart as "a carefully conceived effort to deceive."

One of the main points of the War Department's contention was that the interest and retirement of the public debt should not be included among war expenditures. However, since the debt, except for the negligible proportion of a fraction of one per cent, was incurred for past wars, the Treasury Department has consistently so classified it. In his report for 1925, Secretary Mellon attributed over 80 per cent of federal expenditures to war and issued the warning—

"This will be the inevitable situation as long as war

is the method of settling international disputes."

This year he treats the question still more seriously. Three pages of the report are devoted to discussion and to tables and charts showing the functional distribution of expenditures for the fiscal year 1927. Moreover, the classified figures for the years from 1910 to 1924 prepared by Doctor Rosa and by the Bureau of Efficiency are not only referred to as "the best-known compilation of data in readily available form for answering this inquiry," but are reprinted, thus completely vindicating the method of classification. A similar computation which excludes civil agencies used for war purposes, such as the Emergency Fleet Corporation, is made for the years 1915 to 1927. By this method the war percentage for 1927 is computed as 82 per cent.

"When the average citizen grumbles over the size of his income tax payment," says Secretary Mellon, "he often visualizes his hard-earned money being spent by the government to compile reports on business or agricultural conditions, or to erect public buildings, send diplomats abroad, carry on scientific investigations, or make and enforce laws. As a matter of fact, a small part of the taxpayer's dollar goes into work of this sort, only about one-sixth being used for all the multitudinous types of ordinary civil functions added together. One-half of each tax dollar is used for the service of the public debt. . . . The remaining one-third of the taxpayer's dollar is spent on military expenditures for national defense or payments to military veterans.

"This table shows that in modern times the Federal tax burden of one generation is largely determined by the military activities of the preceding one. In the fiscal year 1927, expenditures for interest on the public debt exceeded by over \$140,000,000 the aggregate amount of ordinary civil expenditures, while military expenditures were almost twice civil expenditures and exceeded the amount of all retirements of the public debt by nearly \$70,000,000."

"Among the social movements of our age, the greatest adventure is beyond all question the search for world peace."—Dexter Perkins.

War is the result of misunderstanding. Misunderstanding and national hatred are the result of ignorance, and ignorance is a direct problem of education.

"A rare jewel is the mind, free from the influence of habitual environment—and ever open to all truth."

**SHORT SUMMARY OF CONFERENCE ON
"HOW TO ORGANIZE THE UNORGANIZED"**

By ISRAEL MUFSON

Secretary, Labor College of Philadelphia, Local 192

The four outstanding policies expressed as most necessary in tackling the problem of organizing the unorganized at the conference were the development of some form of industrial unionism to meet the large scale production methods of the basic industries; paying more attention to the psychology and problems of women in industry who are entering the factories in ever increasing numbers; giving heed in more conscious manner to the young people in the movement and to their desire for expression, and the need for advancing a wider conception of the labor movement—a conception that would visualize the movement as a social force working towards such change in society as will give the workers a hope of greater power and control to direct their own lives. Through all the four sessions of the conference, whether expressed by speakers on the program or by the delegates from the floor; whether the speaker was a veteran official of a well established craft union or a young man or woman of the rank and file, these four points were brought into the discussions as necessary measures with which to capture the imagination and the loyalties of the unorganized millions. Surrounding these four features, and one that was taken for granted as a common aid to all the measures proposed, was workers' education. Workers' education was accepted by all as a process that should be continuously carried on no matter what other policies were to be pursued.

The great concentration of industry and the evolution of machinery to displace skill, make organization of workers divided along craft lines untenable. Differences among craft unions working for individual advantage cause inter-union squabbles, jurisdictional dispute and divisions which tend to weaken all organization efforts. In addition modern production methods require a much closer coordination of different groups of workers in one industry than their organization along craft lines makes possible. The remedy as pointed out repeatedly, is some form of industrial unionism that will best fit each particular industry.

Women are entering industry in overwhelming numbers. And though they themselves may not know it, they enter industry to stay. If any successful attempt to organize the unorganized is to be made, these women must be reckoned with. Their

problems, and methods of approach to them must be given greater consideration than hitherto. It was suggested that the American Federation of Labor establish a Women's Bureau, much like the various State and Federal Governments have established, for the purpose of giving the women problem in organization work its proper consideration.

The young delegates to the conference were ardent exponents of the value of youth to the labor movement. It was brought out that in some industries 50 per cent of the workers were young people. Their special needs will have to be catered to if they are to be drawn into the ranks of organized labor. Their criticism should not be resented but they should be given work to do in order to keep them interested in the movement. For the unorganized youth, stress should not be laid so much upon wages and hours as upon the field of adventure which the movement holds open to them. Their imagination should be aroused by the great opportunities organized labor gives them to become fighters for a cause in which all the things most worthwhile in life are involved.

And finally, the job of interesting the unorganized in the movement can be made infinitely simpler if the movement were made a crusade for human rights and human values. The conception of life as a gradually unfolding process, with the masses all through history fighting for recognition and expression, until the workers finally achieve control of the industries which they operate—and the Labor Movement as the only force that ever paid any attention to these aspirations—such conception would eventually win the unorganized for the Labor Movement.

The part education is to play in this process of organization was not once forgotten during the conference. Many speakers stressed the fact that the first need was to organize the organized. In too many instances trade unionists were just card holders without any real idea what the labor movement actually meant. To overcome such a condition workers' education was the only remedy. Knowledge of the structure and function of the Labor Movement, of our economic society in which we live and of the particular industry in which we are employed is absolutely necessary to make a cohesive, intelligent and effective force out of the membership.

The Conference on How To Organize the Unorganized was stimulating and inspiring. Those present felt a new enthusiasm as the sessions continued. And at its conclusion, every one agreed that something really worthwhile was accomplished.

History and Bias

Mr. Stanley Baldwin, offering not long ago what he called the "desultory thoughts of an unscholarly layman" to English and American historians assembled in conclave at King's College, challenged contemporary doctrine by taking up the cudgels for biased history. Shocked educators throughout the world could doubtless be found in numbers to make protest against such heresy, yet there is no denying force to Mr. Baldwin's doctrine. After all, to the young at least, and it was particularly of the young that the Prime Minister was speaking, it is not detachment but partisanship which makes appeal. Youth itself feels hotly, and gives of itself most lavishly where its fancy is enlisted. It knows no pains too severe to endure for what it cherishes, and will evince infinite patience with detail once its ardor is awakened. Its code is that of championship, and it carries its habit of conduct over into its intellectual reactions.

Set before a child a compendium of historical data, admirably devoid of all personal bias, and consequently in all likelihood without the quickness of enthusiasm that is bred in the heat of advocacy or hostility, and you are apt to leave him cold to history. But present him with that same history, vitalized by the strong sap of admiration or hatred, and he will in all probability respond to it with lively interest. You will have made a reader of history, even though you have not made a historian. You will have persuaded him that history is of the stuff of his daily living, envisaged though it be through a gap of years, and that the figures of history are no lay models but men and women moved by the same loves, and hates, and ambitions that spur on the personalities of his day. A little bias, a little partisanship go a long way to make the past live. And yet, and yet . . . What is to become of history as truth, and the force of history as example, if it is not to have freedom from prejudice and exaggeration? What is there left to energize it if fervor is to be eliminated from its chronicle?

* * *

Imagination, we suppose, and by imagination we mean not only that gift of foresight that permits its fortunate owners to descry the future, but that hardly less rare gift which permits him to look into the past and recreate it as it was lived. The historian's imagination, indeed is in this different from the poet's, that whereas the poet's builds on the basis of reality

an ideal world, the historian's in projecting itself out of the present must evolve a real one. This world it evolves must be clothed in the garments of fact, and yet if it is to be more than inanimate data, it must be invested with spirit, and color, and movement. It must, in fact, have what life itself has, an overlay of romance relieving the drab struggle and monotony of existence. It must embody the dreams as well as the achievements and the failures of nations, the serenity of their undistinguished years as well as the heroisms of their lofty ones. All nations have their dreams, whether they be of liberty, equality, fraternity, or, less worthily, of a place in the sun. What makes history moving, and inspiring, and tragic, is exactly the measure of relation between its aspirations and its realizations.

What makes it fascinating is such presentation as depicts the development of political society as a continuous evolution, proceeding not without disaster and agony, not without pitiful backslidings, but nevertheless with majesty. Imagination ranges further than emotion. History that is written with imagination will be biased, perhaps, but not partisan, for its bias will be not for an individual or a cause, but for mankind and the march of humanity. It will have the compulsion of a passionate enthusiasm without its distortions. It will have the virtues of biased history without its dangers.—*The Saturday Review of Literature*.

FREEDOM OF OPINION IN AMERICA

In America the majority raises very formidable barriers to liberty of opinion; within these barriers an author may write whatever he pleases, but he will repent if he ever steps beyond them. If great writers have not at present existed in America, the reason is very simply given in these facts; there can be no literary genius without freedom of opinion, and freedom of opinion does not exist in America.—*De Tocqueville in "Democracy in America."*

CLASSICAL STUDY MAINTAINS ITS HOLD IN PROVIDENCE

Of slightly more than 5,000 students enrolled in the three high schools of Providence, R. I., 840, or about one-sixth, are in Classical High School. This represents the same proportion of Providence students pursuing classical courses as in 1881, when one-sixth of the students in Providence High School were in the classical department. All students in Classical High School take Latin, but fewer than half study Greek.—*School Life*.

THE ORIGIN OF "FASCISM"

THE STORY OF HOW THE COHORTS OF "IL DUCE"
GOT THEIR NAME

The Fascisti, or Fascists, of Mussolini, the Italian dictator who goes under the stern name of "Il Duce" (The Leader), are continually in the public eye these days. The name Fascism is a hard one for many people to pronounce—but on the authority of Webster's New International Dictionary it is simple enough, as follows: Pronounce the *a* as in *ask* and the *i* as in *Il*, saying the word as though it were spelled "fas-iz'm." Fascist is pronounced in a similar manner, but *Fascista* (singular) and *Fascisti* (plural) both have the "sc" pronounced as though it were "sh."

Of particular interest is the origin of the name. The Italian word is "fascismo," which comes from "fascio," meaning a group, usually political, or a club or bundle. This ties the word at once to the old Latin "fasces," the plural of "fascis," meaning a bundle. The fasces, as taught in the history of old Roman days, were a bundle of rods with a symbolic ax in the middle, the blade of the ax projecting through the rods. This bundle was carried in front of Roman magistrates as a sign of their authority.

AUTHORITY AND PUNISHMENT

The man who has a reputation for sternness and unquestioned authority has made the name of the Fascists live up to its ancestry and thoroughly substantiate the old Roman idea of law and order. The principles of Fascism are strictly those of law and order and obedience to authority.

The whole significance of the name is found in the figurative meaning of fasces, the Roman symbol of law and its enforcement. In the words of Webster's New International Dictionary this is "the authority or punishment symbolized by the fasces." The Italian language being the most intimately related to the now dead Latin of the Romans, the adoption of the fasces into the name of the present political party is thus seen to be quite fitting, with a well established tradition behind it.

Il Duce, meaning The Leader, is Italian, of course, but the Duce comes from the Latin "dux, ducis," for leader. The same word is found in our own English duke, and in combination in such words as induce, reduce—to lead into, to lead back to an original condition, and so on.

Labor disgraces no man; unfortunately, you occasionally find men that disgrace labor.—U. S. Grant.

MEN OF DESTINY—By Walter Lippmann, The Macmillan Company, 60 Fifth-av, New York, 1927. 12 mo. cloth-bound, \$2.50.

Ever since Walter Lippmann wrote *The Phantom Public* every word that has dropped from his facile pen has been eagerly welcomed.

Do you want to know who will be president? Do you want to know whom you will want for president? Well, read Lippmann's *Men of Destiny*.

HEALTH EDUCATION IN CHILDHOOD IS
NOW RECOGNIZED AS OF PRIMARY
IMPORTANCE

By KATHERINE GLOVER, *National Health Council*.

The physical examination of school children has become an accepted thing in most classrooms. Weighing and measuring at regular intervals as an index of development, protection of the teeth and eyes, some form of health education, all these things the schools along Main street report. One of the great general gains which may be counted in this progress is the recognition of health as one of the primary objectives of education.

One of the most interesting phases of one survey was an inquiry into the habits of 35,000 school children of the fifth grades of schools in 86 cities. The composite which this habit picture gives is hopeful. It shows an eleven-year-old who gets ten hours' sleep, who averages a fraction over two glasses of milk a day (not enough, of course, and with one-fifth of the 35,000 drinking no milk at all), it shows him familiar at least with the Saturday night bath, given to brushing his teeth and visiting the dentist. He goes to school in a building which is, in most cases, clean; where the common drinking cup is a thing of the past, where the vacuum cleaner is beginning to displace the duster and the broom, and the radiator is displacing the open stove.

Main street, in a word, is awake to health.—*Trades Council Union News*.

The Women's Foundation for Health, 370 Seventh Avenue, New York City, has ready a one-act play, "A Wise Woman at the Court of Hygeia," which is particularly adapted to the use of older girls, students in health education. The theme of the play is the health examination and its follow-up, a difficult subject to think of in any sort of dramatic terms. The play, however, is full of color, swift in action, and at the same time puts the whole story across in a sound, educational way. Eleven speaking characters and twelve attendants are required. Time about forty minutes. Price 35 cents.

OREGON COLLEGE RADIO HEAD BANS TALK ON NICARAGUA

A discussion of the American intervention in Nicaragua, scheduled for presentation over KOAC, the radio of Oregon State College at Corvallis, Oregon, on January 11, was banned at the last minute by Prof. W. L. Kadderly in charge of the station, according to a message received by the American Civil Liberties Union.

This is the same institution which cancelled engagements of Kirby Page, peace advocate, to address classes and a meeting on the college grounds a few weeks ago.

The discussion on January 11 was to have been given by a member of the University of Oregon debating squad as part of an Irving Grange program. It was stated later by indignant Grange officials that Professor Kadderly arbitrarily barred the talk after he had inquired as to the nature of the discussion and had been informed that in part it was critical of the administration policy as regards the Nicaraguan question.

"This is in line with the same policy that banned the discussion of peace by Mr. Page, editor of *The World Tomorrow*," said a leader of the Irving Grange later. "Every person there to represent the Grange on the program was indignant over the action of Professor Kadderly."

The official indicated that the matter will be taken up in future meetings for possible protesting resolutions or other action, and that other Granges may be asked to consider the matter.

The radio station is completely controlled by the college, which has a strong military department and draws heavy federal subsidies.

MILITARY TRAINING CREATES WAR MIND

So says the *Brotherhood of Locomotive Firemen and Enginemen's Magazine* in an article commenting on the widespread repudiation of compulsory military training of youths in high schools and colleges throughout the United States.

"The fact is that military training and military preparations of all kinds necessarily create the state of mind out of which wars grow. Of itself, the abolition of compulsory military training in schools and colleges will not guarantee peace, but it will help the nation to preserve the type of mind which believes in peace and will work for peace."

THE EXECUTIVE COUNCIL

Dr. Henry R. Linville, New York 5, retired voluntarily from the Executive Council to make room for extra representation on the Pacific Coast since the Seattle situation and the State of Washington tenure law will need the attention of some one in the field. Dr. Linville assures us of that of which we really needed no assurance, that he will always be ready with advice and assistance exactly as if he were a member of the Council. He is chairman of the Committee on Academic Freedom.

R. W. Everett, Sacramento 31, who has had wide experience in school legislation in California in addition to his other qualifications, is the logical person for the place. Mr. Everett was previously vice president and chairman of the Committee on Academic Freedom and Tenure.

E. E. Schwarztrauber, Portland 111, who did such splendid service last year in Seattle and has already a number of communities lined up for organization, was officially made Western Organizer.

OUR NEW VICE-PRESIDENT

W. B. SATTERTHWAITE

Graduate University of Kansas.

Graduate work, State College of Washington.

Teacher, Sunnydale High School, 1910-11.

Superintendent, Irondale-Hanlock Public Schools, 1911-13.

Principal, Kent High School, 1913-15.

Superintendent, Renton Schools, 1915-18.

Teacher Webster grade school in 8th grade 1922-23 for eight weeks.

Teacher, Seattle, one semester at Broadway High School, spring semester 1923, History Department.

Assigned to Queen Anne High School in fall of 1923, History Department.

Refused to sign "yellow dog" contract presented him by Seattle School board.

President Seattle Teachers Union, Local 200.

A fellow teacher in Seattle says of him: "I am sure you will be proud of Mr. Satterthwaite, as he is a man of courage, good sense, generosity, vision and one who wins the confidence of all those who have contacts with him."

"The most effective way to make it possible to translate policies into class room habits and technique is to have the teachers assist and co-operate in the formulation of program or policy."—Dr. E. A. Fitzpatrick in "The Teachers' Responsibility to the Board of Education, Schools and Society."

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AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

"To watch the corn grow, and the blossoms set; to
draw hard breath over ploughshare or spade; to read,
to think, to love, to hope, to pray—these are the
things that make men happy . . . The world's pros-
perity or adversity depends upon our knowing and
teaching them these few things; but upon iron or
glass or electricity or steam, in no wise."—Ruskin.

ORGANIZATION

The American Federation of Teachers has pledged
itself to a bold and aggressive program. It promises
to fight Power Trust and all other propaganda in the
schools. It assures a continuance of loyalty to the
principle of freedom of opinion for teachers and an
ever more vigorous struggle for academic freedom.
And above all, it pledges every resource to carry to a
successful issue the fight of the Seattle teachers
against injustice. This means that this insult to all
American teachers, the "yellow dog" contract, must
be removed by carrying this case of the Seattle Teachers
Union, Local 200 vs. the Seattle School Board
through the United States Supreme Court, and by
securing sound tenure-of-position legislation in the
state of Washington.

How are these pledges to be kept? Is it not only
through organization and growth? The teachers of
the nation must be behind these principles and pur-
poses. As the convention statement declares, "The
responsibility for the continuance of the suppression
of freedom in education rests on teachers themselves."

There are two fields for organizational growth.
Each local recognizes the responsibility of building
up its own union in its own community. But has it
not a larger, wider responsibility to the cause of all
teachers, of all education? If the message of your
organization is to be carried to the teachers of the
nation, who are in so many cases waiting for it, even
asking for it, how is it to be done? Can not every
local of the A. F. of T. make itself responsible for at
least one new local? Can not each individual member
of the A. F. of T. pledge himself to a renewed sacri-
fice for the cause in which he believes—and thus
build up a fund that will make possible the carrying
out of this program?

The Carpenters' Union started with seven mem-
bers. It now has half a million. How was it done?
By the sacrifice *again and again* of these first seven,
the first ten, the first hundred. Can we not take a
lesson from this union? We have given; we have
sacrificed. But we must continue to give and give
until our righteous cause is victorious.

Protests are futile when not backed by action.
Opponents of social progress may publicly sympa-
thize with teachers while they secretly smile at their
inertia. These opponents do not fear resolutions
passed by those who depend on others to remove
wrong. The union teachers must learn the lesson that
we must depend upon ourselves. Self-help alone breeds
respect.

TAKE YOUR CHOICE

The Wall Street Journal says: "If the power to unionize were conceded, the taxpayer would lose control of his own school district and his representation by electing directors would become meaningless."

Robert Morss Lovett, associate editor of *The New Republic* and professor of English at the University of Chicago, said in an address before the American Federation of Teachers:

"The only way, it seems to me, to remedy this situation is to put the schools gradually but largely in the control of the teachers themselves. I know that there are many dangers connected with this proceeding; I have heard all sorts of objections, but it seems to me that all the objections together do not weigh heavily in the scale which is balanced on the other side by a situation revealed by the examples I have given.

"The teachers in control of the schools will give to the schools an efficiency and a dignity which they now lack. After all, every workman, every trade, is asking for industrial democracy, is asking for a greater share in the control of the work. In every trade where it has been tried, it has shown that workers under these conditions think in terms of the enterprise as a whole instead of the job. Profits to private individuals may be diminished by industrial democracy but, after all, in the case of public schools the question of profits to private individuals is merely a question of crime. You are depriving certain criminals of their opportunities to plunder the schools by giving the teachers control. You do not interfere with any legitimate vested interest."

Take your choice—opinion of vested interest or opinion of distinguished scholar and thinker.

THE ASSEMBLY

Leadership and training differentiate the audience from the mob, says Perley W. Lane, in an article in the August issue of the *American Educational Digest*. Mr. Lane, who is vice principal of the high school at Stamford, Connecticut, considers the school assembly the pertinent place for group experiences and the development of pupil leadership. The nation's schools are the training ground for citizenship, and upon them depends the decision. Will the final result be a mob or a unity of intelligently co-operative individuals; an unguided mob, swayed by every inflammatory speaker, or a judicious, well-poised citizenry capable of listening, weighing, accepting and rejecting?

Group citizenship is as important as that of the individual. Crowds are fundamental and emotional. In the assembly the school is a whole, a crowd; and the emotion, the heart that makes the school outstanding as an educational factor in the community, is found here. But the assembly, if it is not to be a mob, must have a leader. The principal who is to accomplish all that the situation offers can be neither a swivel-chair executive or a cold intellectual. He must have the character that ignites the fuse of enthusiasm.

For the principal with these qualifications, Mr. Lane outlines a plan of procedure. He discusses the outside speaker and the legitimate place of the pupil program. The teacher and the development of audience decorum are touched upon. School assemblies, when properly planned, says Mr. Lane, give the pupils practice in group discipline. They furnish a breadth of vision, glimpses of life as it really is, an acute sense of moral values, respect for achievement and culture, and personal courage to lead and to create.

The American Teacher

Excerpt from testimony in the case of Seattle High School Teachers Union, Local 200, vs. Seattle School Board, L. A. Morrow, President Local 200, testifying:

Q. And in what sense are the articles appearing in there (*THE AMERICAN TEACHER*) official?

A. Oh, they are official in the same sense that—well, of course, if you mean this: is everything printed there, or is every union member expected to agree with everything printed there?—of course, they are not official at all in that sense.

Q. That is to say, articles discussing academic questions are printed in that magazine merely as an open forum?

A. Yes. It (*THE AMERICAN TEACHER*) is one of the best educational and most suggestive educational magazines that comes to any of us. It is more suggestive than almost any other teachers' magazine that we can get hold of. We are not expected to accept the suggestions, of course, unless we want to.

Q. Unless they appeal to you?

A. Unless they appeal to us—just as when we read *Harper's Magazine*.

TRADE UNIONISM IS HIGH MORALITY

The Department of the Treasury refused a request of the Fall River (Mass.) Central Labor Union that a contractor be required to comply with trade union conditions in the erection of a post office building.

The purpose of the law "is to avoid favoritism and to secure freer competition," treasury officials said. Attention is called to a similar decision by Secretary of the Treasury McAdoo on November 16, 1916.

"To secure freer competition" sounds brave. It will attract the unthinking, but logically it leads to sweatshop conditions and prison contract labor.

If this is incorrect, who will decide where the dividing line shall be drawn?

Organized labor demands recognition and support by society because it is a barrier to conditions that debase workers.

The government never avoids "favoritism" in selecting material for its public buildings. It is impossible to do otherwise, as durability and an artistic effect must be considered.

But when labor is involved, the wildest competition is permitted, regardless of its effect on the home and society in general.

The government, instead of encouraging the highest wage that will serve as a model for private employers, takes contrary action.

Government officials are not to be blamed for this position. They but reflect public standards that are no longer accepted by thinking individuals.

When our ethical standards are higher, the public will support representatives who insist that the human element in these buildings must not be ignored.

Cheap material can be replaced, but cheap labor damages our social structure. Its consequences are found in the homes and schools, in disease and shortened life.

It is not "favoritism" if our national morality calls for the highest living standards for workers employed in the erection of public buildings, and for employes who work in these buildings after they are completed.

Neither would it be "favoritism" if our national morality recognized the trade unions as the one force that has established these standards.

Agitation and education by organized labor will hasten the day when society rejects the theory of competition between wage workers.—*A. F. of L. Weekly News Service.*

There is no happiness in having or getting, but only in giving.

THE FIVE-DAY WEEK

The five-day week, long advocated by Labor as a humane measure and one means of solving the problem of unemployment, is beginning to find favor with employers as a check upon overproduction. Recently the Magazine of Wall Street sent out a questionnaire upon the subject, to which Mr. A. M. Jennings, of Granite City, Ill., made reply on behalf of the Central Trades Council of that city. We quote briefly from his argument which represents the viewpoint of Labor in general.

"Let us analyze for a moment, the situation existing today and we shall readily see why the agitation for the five-day week is receiving so much attention and so much favorable comment. Industrially, our welfare depends upon the operation of our basic industries. These industries are today measured upon the eight-hour six-day week rule. Not one of them can find a market for more than 60% of their capacity output. They are constantly increasing in efficiency so far as capacity is concerned. The Department of Labor of our Government is authority for these figures and they can be relied upon as fairly conservative. What then is the inevitable result if the eight-hour six-day week is to be continued? Either more markets must be found or a vast part of their output must be stored away to rot and waste; or more disastrous yet, be destroyed in some future war. Certainly it is justifiable to look for more market but market is not so easy found as in former years. Every civilized nation is fast becoming not only a self-supporting nation but also a market seeker. There is but one way for us to build sure markets and that is by increasing our own purchasing powers. This can only be done by putting more of ourselves to work and in increasing our wage, thereby increasing our purchasing power. By reducing our daily hours from eight to six and our working week from six days to five, we will for the time being, add considerable to our national consumption rate and thereby take up a great part of our unemployed army. As machinery advances in the future, both hours and weeks will have to be shortened in the same proportion as development occurs if we expect to keep the wheels of industry humming.

"You may say that if this policy is followed to its final conclusion, the time will come when the hours of labor will be infinitesimal. I do not agree with such logic. As man is gradually released from manual or physical labor he will inevitably turn to mental development. Just so fast as man is released from

the old drudgery that was necessary to retain his hold on life; just so fast will he turn his spare time to those things he enjoys most. Man has never been an idle thing and never will be. The future race will be more cultured, stronger physically and mentally and better in every way. His limit of development along these lines will be determined wholly by the extent of his release from the task of commodity production.

"Until such time as nations realize that their tools of production are for social betterment rather than for institutions of social servitude, they may expect to be continually faced with economic problems that will shake their very foundations. Let them learn once and for all time the true function of the productive systems and these serious problems will be easily solved.

"The time for the five-day week is at hand. It will come just as the eight-hour day came, in the face of stubborn opposition. It may, for a time, lead to an intolerable speeding up but that will adjust itself and the five-day week will remain with us until machines develop to a point where weeks even shorter than five day will become necessary."

IS FREE SPEECH DANGEROUS?

The Supreme Court of the United States has recently upheld state laws making it a felony for citizens to express certain unpopular views in public, even apart from any act of violence. These are the so-called "criminal syndicalism" laws put on our statute books during the hysteria of the war. The word syndicalism comes from the French word *syndicale*, meaning trade union. These laws were adopted under the plea that they were necessary to curb the I. W. W. and other radical workers' organizations which advocate opinions offensive to the government. Their greatest menace lies in the fact that they can be readily used by unscrupulous public officials to throttle all workers' organizations, or, indeed, any criticism displeasing to those holding positions of public power.

The most severe possible rebuke to persons who would muzzle the constitutional right of free speech is contained in the minority opinions of Justice Brandeis and Holmes, disapproving of the California syndicalism law. "Fear of serious injury," says Justice Brandeis, "can not alone justify suppression of free speech and assembly. Men feared witches and burnt women. It is the function of speech to free men from the bondage of irrational fears . . . The fact that speech is likely to result in some violence or in

destruction of property is not enough to justify its suppression. There must be the probability of serious injury to the state. Among free men the deterrents ordinarily to be applied to prevent crime are education and punishment for violations of the law, not abridgement of the rights of free speech and assembly." We stand not only with these distinguished Justices but also with Abraham Lincoln, Thomas Jefferson, Justice Cooley and other great Americans of unquestioned patriotism when we assert that free speech is not only necessary to social progress but that its suppression is the first sign of national decay. "You tell me that law is above freedom of utterance," says William Allen White, "and I reply that you can have no wise laws nor free enforcement of wise laws unless there is free expression of the wisdom of the people—and, alas, their folly with it. . . . This state today is in more danger from suppression than from violence."

The practical danger of the suppression of free speech to the progress of a free people is indicated by the recent publication of a new blacklist of "undesirable citizens" by the National Society of Scabbard and Blade. Most of the great liberal leaders of America, ranging all the way from Miss Jane Addams and Senator Borah to Professor John Dewey and Rev. Henry Sloane Coffin, are included under the ban of this military society, which would have them all suppressed and silenced.

For its own self-preservation the American trade union movement must combat attempts to destroy freedom of speech. Gag laws are always the first step towards tyranny, and tyranny always seizes its first victims among the working class. The ringing words of Wendell Phillips are still true: "No matter whose the lips that would speak, they must be free and un gagged. The community which dares not protect its humblest and most hated member in the free utterance of his opinions, no matter how false or hateful, is only a gang of slaves."—*The Locomotive Engineers' Journal* for June, 1927.

LORD, TEACH US

Teach us the Strength that cannot seek
By deed or thought to hurt the weak;
That, under Thee, we may possess
Man's strength to comfort Man's Distress.
Teach us Delight in simple things,
And Mirth that has no bitter springs;
Forgiveness free of evil done,
And love to all men 'neath the sun.

—Rudyard Kipling.

MUDDYING THE WATERS

The Wall Street Journal approves the "yellow dog" contract enforced on Seattle public school teachers.

Speaking of the American Federation of Teachers, this authority on finance assures us:

"* * * the objects of the American Teachers Union are bluntly personal—employment regardless of fitness, high salaries, pensions out of the public pocket, promotions by rote and all the rest of that deadening inefficiency which such organizations bring about.

"If the power to unionize were conceded the taxpayer would lose control of his own school district and his representation by electing directors would at once become meaningless."

Newspapers in no other nation would print such stuff. Only in America are the purposes of organized labor misrepresented by those who pose as "molders of public opinion." Their stock in trade is cuttle-fish tactics of muddying the waters.

Organized public school teachers ask a voice in educating the youth, because they are experts in this work. It is more reasonable to suppose they can handle this job better than politicians, who are selected as school directors and who are interested in securing contracts for the business groups that back them. These include building contractors, supply men, real estate brokers and book publishers.

The education of youth by school directors in many cities is a side line. It is stage scenery for a purpose unknown to the average American parent.

This is the system financial authorities would continue. They would make the schools a part of their program, just as the public utilities recently attempted.—A. F. of L. Weekly News Service.

And this is the way *The Wall Street Journal* and the financial interests it represents characterize the teachers who are "aligned with that group which sees though even so dimly the need for shifting the emphasis from things to human values," who have joined themselves to a movement of lofty idealism.

Why?

Is not the reason the same as doubtless motivated the Seattle School Board? Here is an organization that has fearlessly and aggressively stood against propaganda in the schools. It is the one teacher organization that will expose the Power Trust and other propaganda and the misuses and abuses in the school system. Therefore, the financial interests and their mouthpiece, *The Wall Street Journal*, attack the American Federation of Teachers. We are proud. Even *The Journal* recognizes that we stand for principles and fight for them.

Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



Boot & Shoe Workers' Union

Affiliated with the American Federation of Labor

246 SUMMER STREET, BOSTON, MASS.

COLLIS LOVELY
General President

CHARLES L. BAINES
General Secretary-Treasurer

Local News

CHICAGO LOCALS 2, 3 AND 199

The Chicago Federation of Men Teachers, Local 2, has the largest membership in its history and is looking forward to a successful year under the leadership of James A. Meade, president; G. A. Stauffer, secretary; and F. G. Stecker, treasurer. Delegates to the Convention were J. A. Meade, W. T. McCoy, F. G. Stecker, and C. B. Stillman.

The Chicago Federation of Women High School Teachers has just closed one of the most active and successful years of its career. Its membership also is the largest in its history. The officers for this year are, president, Lucie H. Schacht; vice president, Mary E. Robb; secretary, Natalie Chapman; treasurer, Helen Taggart. Convention delegates were Mrs. Schacht, Lucie W. Allen, Buelah Berolzheimer and Dorothy Weil.

The Elementary Teachers Union, Local 199, has developed a compact organization this past year and is looking forward to an active year in promoting its membership and progressive program. Agnes B. Clohesy is president, Elsa Wolf, Helen Orwell, Mae Reed, Edith Brogan, vice presidents, Florence Green, secretary, Althea Whitlock, treasurer. Delegates to the convention were Miss Clohesy, Miss Green, and Miss Emily Meyers.

Many Chicago teachers not delegates attended. Mr. William J. Bogan made his first public appearance as Superintendent of Chicago schools at the Convention banquet and the Chicago teachers made it an occasion for rejoicing. They look forward to a thriving regime under Mr. Bogan's superintendency. In his address on this occasion, Superintendent Bogan said:

"This organization and affiliated organizations have been a tower of strength to me and I doubt if I would be holding the title of Superintendent of Schools tonight if it had not been for the very loyal support, the untiring energetic support, of many of the members of this and affiliated organizations. I am grateful to you all."

This is enough of a change to almost constitute a revolution, is it not?

NEW YORK LOCALS 5 AND 24

The Teachers Union of the City of New York, offices 70 Fifth avenue, New York City, was represented at the convention by its president, Dr. Henry R. Linville, Dr. Abraham Lefkowitz, and Professor Robert Morss Lovett.

Miss Truda T. Weil, the union's very efficient Executive Secretary, is spending the year in study abroad. She is devoting herself to the study of social problems and organizations.

The New York Vocational Teachers Council, president, Paul Augustine, treasurer, Dazine Blumberger, has offices at 247 Lexington Ave., New York City.

The Council was not represented at the Convention. We hope to present a report in a later issue.

WASHINGTON, LOCALS 8, 27, AND 198

The Teachers Union of Washington was most happily and ably represented at the convention by Selma M. Borchardt. The past year has been one of exceptional growth, and great and successful activity. The program for this year is equally worth while. Mary C. Dent is president and Elizabeth Draper, financial secretary. Offices are maintained in the Foreman building.

The Washington Teachers Union, Local 27, has also had a year of growth and accomplishment under the able leadership of its president, Mary L. Mason. Walker L. Savoy, who was in attendance at the University of Chicago, was the Local's delegate.

The Washington Educational Union, Local 198, President, Richard S. Harvey; secretary, Daida Hartman, office, Union Trust building, was not represented at the Convention, but reports bright prospects for the coming year.

VALLEJO, LOCAL 26

The Vallejo Teachers Association, president, F. A. Wright, financial secretary, Helen C. Lynch, moving spirit, Olive Wilson, was represented by R. W. Everett. We wanted and needed Miss Wilson with us and hope that next year will bring her wise counsel and inspiration to us.

ST. PAUL, LOCALS 28 AND 43

The St. Paul Federation of Women Teachers, president, Genevieve Hopkins, financial secretary Maude P. Gearing, offices, 328 Cedar Street, St. Paul, Minn., is carrying on, in co-operation with the St. Paul Federation of Men Teachers and the Principals Club, a campaign for salary adjustment which promises to be successful. E. J. Harrell, chairman of the Joint Salary Committee, was delegate from Local 43, and Florence Rood, Lillian Cornelison, Maud P. Gearing, Elizabeth B. Daly and Isabel Williams represented Local 28.

SACRAMENTO, LOCALS 31 AND 44

The Sacramento High School Chapter has changed its name and charter in order to include members of the Junior College who were seeking membership. Mrs. George Sim is president and Abby Ruth Tracy, financial secretary. R. W. Everett was the delegate to the Convention. He also represented the Sacramento Elementary School Chapter, president, Josephine Gurnett, financial secretary, Henrietta Marrill. Plans are already under way for an active year. Mr. Everett also represented Fresno 72 and Vallejo 26. His report to the Locals appears on page 30.

MADISON, WIS., LOCAL 35

The Madison Federation of Teachers has an increased membership and is working on a constructive program. A. E. Croft is president and Mrs. Marguerite Baker, financial secretary. Delegates to the Convention were A. E. Croft and Josephine Brabant.

GRANITE CITY, ILL., LOCAL 38

Miss Beatrice Cooley, delegate of the Granite City Federation of Teachers, gave a most interesting report of the activities and accomplishments of Local 38 and most encouraging promises for the future. Ruby Bachtel is president and Josephine Banbracke is treasurer.

BUFFALO LOCALS 39 AND 182

To the disappointment of the Convention, neither one of the Buffalo Locals sent delegates, tho the Buffalo Vocational Teachers Association, 39, reports an active and successful year with a large increase in membership. A constructive program has been planned for this year. Aubrey C. Dayman is president and Herman Eschner, financial secretary.

MURPHYSBORO, ILL., LOCAL 50

The Murphysboro Teachers Fellowship is active and in good standing tho not represented at the Convention. Mabel Miley is president and Ruth Jenkins, treasurer. We are looking to the Murphysboro Fellowship, together with the Granite City Federation, for help in organizing all of southern Illinois this fall.

MEMPHIS, LOCAL 52

The Memphis Teachers Association with an increase in membership of 200, a salary adjustment campaign, a tenure program, has a past year of which to be proud. A constructive program for this year is under way. Carlotta Pittman is president and Vivian Pindexter, financial secretary. Convention delegates were Miss Pittman and Miss Genevieve Oakley. A cordial invitation to hold the 1929 convention in Memphis was brought from Memphis and is being considered.

MINNEAPOLIS, LOCAL 69

The Minneapolis Federation of Teachers, Amy G. Edmunds, president, Lettie G. Hunt, financial secretary, carried on a successful salary adjustment campaign together with its usual constructive program. We may be very sure that the same successful work will mark the coming year. The Federation's delegates were Miss Edmunds, Amy A. Fox and Mrs. Alice Drechsler.

SAN FRANCISCO, LOCAL 61

The San Francisco Federation of Teachers was to have been represented by C. A. Colmore and Miss Anne Fiske, but at the last moment, Miss Fiske was unable to be present. Mr. Colmore reported activity and growth in the Local. The friendliness of the president of the Board of Education, a Labor man, has helped in bringing to a successful issue the Local's undertakings. A salary campaign resulted in a dollar a day raise. Plans for this year include a strenuous effort to improve conditions. A committee is making a scientific study of salaries. Paul J. Mohr is president and C. A. Davis, financial secretary.

MILWAUKEE, LOCAL 79

C. H. Sears, of the Milwaukee Normal College, and Dr. John A. Lapp of Marquette University were present from the Milwaukee Teachers Association. Mr. Sears reported a more aggressive and fearless spirit in the Association and increased respect on the part of outsiders. The Local is paying the expenses of a student at the University of Wisconsin. Several worth while projects are planned for this year. Mr. Murray is president and Mrs. Allison, financial secretary.

JERSEY CITY, LOCAL 87

The Jersey City Teachers Union was not represented this year. Adele Cox is president and Camilla Felvis, financial secretary. A fuller report will appear in a later issue.

ATLANTA, LOCAL 89

The Atlanta Public School Teachers Association, J. P. Barron, president, Mrs. R. B. Whitworth, treasurer, has had a full and successful year which it is planning to match this year. The Association is especially interested in seeing its neighbor communities organized and enjoying the blessings of affiliation equally with itself. The delegates to the convention were Mary C. Barker, J. P. Barron, and W. J. Scott.

PATERSON, N. J., LOCAL 92

The Paterson Teachers Union has had a successful year in growth and accomplishment. It will continue the publication of *The Paterson School News*. A. K. Harris is president and Ella Jargstoff, financial secretary. Mr. Harris was sent by the Union as a delegate, but at the last moment was detained by illness in his family.

PORTLAND, ORE., LOCAL 111

Margaret Reid is president and Laura Northup financial secretary of the Portland Teachers Union. Two delegates were credentialed but were unable to attend. W. B. Satterthwaite therefore represented the Union. The story of the always worthwhile doings of the Portland Union will appear in the next issue.

FULTON COUNTY, LOCAL 183

The Fulton County Local has had a remarkable growth the past year and expects to include the whole county this year. It is doing effective work. W. F. Dykes is president, succeeding Boyd E. Taylor, who has left the teaching field for the editorial department of *The Atlanta Georgian*. Mrs. Lena H. Cox is the financial secretary. Mrs. R. L. Aderhold was the very able delegate to the convention.

BROOKWOOD, LOCAL 189

President, Josephine Colby, former field secretary of the A. F. of T.; Financial Secretary, A. W. Calhoun, delegate to the convention, A. J. Muste, chairman of Brookwood faculty and vice-president of the A. F. of T. Brookwood Local made the largest per capita contribution to the A. F. of T. organization.

fund last year. The present situation mentioned elsewhere in this magazine will be more fully explained next month.

PHILADELPHIA, LOCAL 192

Israel Mufson, president and delegate, sounded an optimistic note for the future of the Philadelphia Union, which has had a hard struggle.

COMMONWEALTH, LOCAL 194

William Cunningham, president and delegate, has furnished us with an account of the spirit of this local which will appear later.

CAMBRIDGE, MASS., LOCAL 195

The delegate of the Cambridge Teachers Federation was prevented by illness from attendance, to the general regret. We wanted to hear first hand about the vigorous campaign for salary adjustment that the Federation had carried on. While it was only in a measure successful, the Cambridge Federation had the joy of a fight bravely and wisely waged, preparing them for a continuance to a better victory.

YIDDISH TEACHERS ALLIANCE, LOCAL 196

The Yiddish Teachers Alliance was represented for the first time this year at a convention of the A. F. of T. The delegates were P. Backel and M. Pomerantz. Dr. N. Kamanetsky is the secretary and the offices are at 427 Lafayette St., New York City. The objectives and policies of this interesting organization will appear in *THE AMERICAN TEACHER* soon.

PROVIDENCE, LOCAL 197

The Providence Teachers Council, Richard Bailey, president, Ethel Jameson, treasurer, has been developing a compact organization and has worked out a constitution and progressive program of action. It is planning to take an active part in the civic and educational life of Providence this year.

SEATTLE, LOCAL 200

See page 4.

ROCK SPRINGS, WYO., LOCAL 201

The Rock Springs Teachers Union has only just perfected its organization, but it reports that a vigorous program is planned for the coming year. Roy Burt is president and Miss D. M. Cummings, secretary. Elmer Halseth was chosen delegate to the convention.

SUPERIOR, WIS., LOCAL 202

The Superior Federation of Teachers has carried out a campaign of education the past year and will inaugurate a worth while program of action this year. P. A. Baechle is president and Maurice Hennessy, secretary.

DENVER, LOCAL 203

The Teachers Federation of Denver is organized

and functioning. Raymond Holwell is president and Frank Hafner, treasurer. *The Denver Evening News* in a column article announces the organization program of the Federation. A membership drive in Denver will be inaugurated with the opening of the schools, and an endeavor will be made to extend the movement through other Colorado cities.

YALE, LOCAL 204

Yale Chapter of the A. F. of T. is composed of those university men who desire to show their sympathy with and give their support to our ideals and program. The organization welcomes them heartily and rejoices in their unselfish, altruistic spirit. Professor Jerome Davis is secretary of the chapter.

GRAND FORKS, N. D., LOCAL 205

The Grand Forks Teachers Federation was only a few weeks old at the Convention, but you would never think it to hear the report of Delegate J. Grace Greenwood. Organization is perfected and a splendid program of action outlined. C. K. Baarmann is president and Elizabeth A. McGee, secretary. Membership includes almost every teacher in Grand Forks.

CLEVELAND, LOCAL 206

The Cleveland Chapter is too young to have a history, but it has a future of which we are very hopeful. The president is Clarence Senior and the secretary, Elizabeth S. McGee.

Locals unmentioned this month were omitted for lack of space, sometimes lack of information, since they were not represented at the convention.

PLATOON PLAN FULLY ADOPTED IN 34 CITIES

The platoon plan of school organization as a city-wide policy has been adopted by school systems of 34 cities in the United States. These cities, which are located in 15 different states, range in population from 2,500 to more than 100,000, and represent a total urban population of 6,000,000. In 22 of the cities every school is of the work-study-play, or platoon, type. In all, 110 cities in 33 different states have one or more schools organized according to the platoon plan. These cities have a combined population of more than 17,000,000.—*School Life*.

I think we may assert that in a hundred men there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. The least and most imperceptible impressions received in our infancy have consequences very important and of a long duration. . . . We may turn the minds of children to what direction we please.—*Locke in The New Age*.

Report of the Delegate of California Locals to the Twelfth Annual Convention of the A. F. of T.

Chicago, June 25-29, 1928

I wish first to thank the California Locals for the privilege of representing them. It is always an inspiration to attend these Conventions. This was accentuated by visiting the N. E. A. during the next week. At the latter place a few high-powered executives sit in solemn conclave, and determine policies and rules. More teachers are to be seen but not heard.

The Chicago Locals received the delegates with their usual hospitality. They were particularly happy at this time as Assistant Superintendent Wm. J. Bogan was, during the week, elected City Superintendent. He is extremely friendly with Organized Labor and the Teachers Federation, so that the Chicago teachers are looking forward to a period of administrative friendship in place of the strained relations that have existed in the past few years. Mr. Bogan gave one of the addresses of welcome, and was the chief speaker at the banquet, Wednesday evening. He particularly emphasized the fact that our schools are not doing their fair share for that great mass of pupils who leave before graduation.

The addresses were of high quality and stimulating. I shall speak of only four others. Mr. Victor Olander, of the Illinois Federation of Labor, gave a very informative discussion of the evils of the injunction in Labor disputes. He made a plea for its limitation except for the protection of tangible property.

KIRKPATRICK'S EDUCATIONAL IDEAL

Former Attorney General Ekern, of Wisconsin, told us of the difficulties of establishing a scientific Teachers' Retirement System. He particularly pointed out the necessity of making it actuarially sound; naming California as among those that are not so.

Prof. John E. Kirkpatrick spoke of the evils and waste of compulsory education. He would abolish everything of the sort and teach people only what they want to know. This would be motivation with a vengeance. To those of us who were taught to believe in the virtue of doing the things that we did not like to do, this philosophy seemed somewhat revolutionary, not to say a bit Utopian.

In the "New Menace to Education," Dr. John A. Lapp, of Local No. 79, Marquette University, discussed the danger presented by the "Power Trust" and similar groups that are using varied methods, direct and indirect, to get their grip upon the schools,

in order to make sure that "the dear children" are taught only what they ought to know. This danger has been clearly demonstrated by the investigation of the Federal Trade Commission, during the last four months. Having bought up or bought off most of the papers, either directly or through their advertising, they have turned their attention to the schools. They have a well organized and well financed campaign for the purpose of censoring our text-books and influencing our teachers. There is probably a close connection between this activity and the Seattle case, which was the outstanding problem of the Convention.

WORTHWHILE REPORTS

Of the many worthwhile reports I shall speak of only three. Miss Borchardt, who is on the Executive Council of the World Federation of Educational Associations, told of that organization, and of the legislative program at Washington.

Mr. W. J. Scott, of Atlanta, Chairman of the Committee on Professional Improvement, gave the results of a two year study of such questions as the length of the school day, salary reward for advanced work, Sabbatical leave, extra-curricular activities, etc. The Committee sent out a hundred sets of six questionnaires each; one to each local and about sixty others. The replies from the Locals were not very encouraging, only eleven answered. These included only Fresno and San Francisco in this state. The conclusions were that, of the schools studied, most of them were satisfied with the length of the day; about 40% reported a tendency to increase it. There is quite a general policy, in the large school systems, to provide salary promotions for professional study. Doubt was shown as to the special advantages of social sciences as a form of teacher training. The professional advantages of Sabbatical leave was recognized by both administrators and teachers, where it has been adopted. Little has been done to standardize or equalize the burden of extra-curricular activities. There is evidence of a tendency to improve the safeguards for the health of teachers. The recommendations of the Committee were all approved except the one in favor of a super-maximum. Mr. Lefkowitz objected to the idea as did Miss Rood, of St. Paul; while Mr. Barron of Atlanta

spoke in favor of it. At Mr. Scott's suggestion this part of the recommendation was tabled.

THE SEATTLE CASE

Before taking up Mrs. Hanson's report I want to tell of the Seattle case. On Wednesday morning time was allowed for Mr. Satterthwaite to tell the story. As President of the Teachers League he had carried on a two year campaign to get better salaries for the High School teachers, but with no tangible results. Mr. Schwarztrauber, of Portland, had prepared the way so that when Mrs. Hanson arrived in October of '27 Local No. 200 was immediately formed with Mr. L. A. Morrow as president. The Local, however, did not actively take up the salary fight, except as its members were in the League. Feeling that the Board was hopelessly reactionary, the teachers generally opposed the re-election of one of the members in the March election but the incumbent was returned by a small vote. When the time arrived for the choice of teachers the Board re-elected the elementary group but deferred action on the High School teachers. On the next Friday it leaked out that a "Yellow Dog" contract was to be sent to each one on the following Monday for immediate signature, so a temporary injunction was obtained. Upon presentation of its case, by the Board, however, the injunction was dismissed and the teachers were presented with the following contract: *"No person shall be employed hereafter or shall continue to be employed in the district as a teacher while a member of the A. F. of T. or any local thereof; and before any election shall be considered binding, such teacher must sign a declaration to the following effect: 'I hereby declare that I am not a member of the A. F. of T., or any local thereof, and will not become a member during the term of this contract!'"*

On the clear cut issue of withdrawing from the Local or disrupting the school by the resignation of half of the teachers the local labor forces advised the former, on the ground that an army could not fight if there was no army; all except Mr. Satterthwaite then signed. He crossed out the offending paragraph and was thereupon dismissed.

DECISION APPEALED

There are enough other members to hold the charter of No. 200, with Mr. Satterthwaite as president. The Seattle Labor bodies are financing the appeal of the case to the State Supreme Court, and, if necessary, to the U. S. Supreme Court. We have here a question of an old English Common-Law idea called "freedom of contract" which is now being revived and given a

new and unforeseen interpretation by the vested interests in carrying on their struggle against the "un-vested" ones.

The campaign in Washington will follow along two lines: one an attempt to put over a tenure law in the state, and the other an effort to displace the reactionary Board in Seattle. Obviously the former members of No. 200 can not openly finance this struggle, so the Executive Committee of the Federation underwrote the campaign to the extent of \$500.00. This is where the matter stands at the present time.

The militant attitude of the A. F. of T. stands in marked contrast to that of the N. E. A. The enclosed resolution was presented both to the Resolution Committee and on the floor of the Assembly. The only reaction was a mild rebuke to the effect that it is not dignified to call names, and the further statement that the N. E. A. does not take part in local quarrels.

ORGANIZATION'S GROWTH

This struggle is a fitting introduction to the Secretary-Treasurer's report, which I presume you have received. Mrs. Hanson has been indefatigable in her three fold capacity as Secretary-treasurer, Editor of THE AMERICAN TEACHER, and National Organizer. She has accomplished wonders and succeeded in all three, but we can not expect her to keep this up indefinitely. Nine new Locals have received Charters during the year, and the present membership is 660 more than last year. If we really value our organization we must be prepared to make financial sacrifices for the benefit of the National. We are now on the up-grade. If the sinews of war are forthcoming we shall make a great advance, if we fail now we shall have missed that tide in the affairs of men of which Shakespeare has told us. I am in hopes that the California Locals will subscribe enough toward the organization fund so that they can feel that they have done their share in the good work.

All of the officers were re-elected except that Mr. Satterthwaite and your delegate were made vice-presidents in the place of Dr. Linville and Mr. Schwarztrauber.

Respectfully submitted,

R. W. EVERETT,

Delegate from Locals No. 26, 31, 44, 72.

The habit of failure is mental and is the daughter of fear. It gets fixed on men until they throw up the task without even giving themselves a chance to try.
—Henry Ford.

American Federation of Teachers

506 S. Wabash Ave.,
CHICAGO, ILL.

**Affiliated with the American Federation of Labor
Organized April 15, 1916**

The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

Our Slogan Is:
Democracy in Education: Education for Democracy

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